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ABSTRACT

Developed during a project designed to provide continuous, performance-based vocational training at the secondary and postsecondary levels, this instructional guide is intended to help teachers implement a laterally and vertically articulated secondary level food service and food service management program. Introductory materials include descriptions of Food Service I and II, a discussion of potential career opportunities, descriptions of secondary and postsecondary food service and food service management programs, postsecondary course descriptions, a discussion of sample tests provided in the guide, and suggested instructional time. Twenty-eight units are provided for Food Service I (10 units) and II (18 units). Topics include safety; sanitation; terminology; standardized recipes; equipment; utensils; job duties; menu planning; planning, organizing, and scheduling; serving of foods; seasoning and condiments; food preparation; nutrition; ordering, receiving, and inventorying; cost control and recordkeeping; preparing for work; and career opportunity. Suggested instructional time and task listings begin each unit. For each task in a unit, some or all of the following are provided: performance objectives, performance actions, performance standards, recommended sources, related technical information, and other information the teacher might need. A sample proficiency report and exemption test are appended along with a set of appendices which are relatively standard for the items in this sereis and a set of outcome-referenced tests. (YLB)

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FINAL DOCUMENT FOR ARTICULATION OF FOOD SERVICE/FOOD SERVICE MANAGEMENT

Project No. 82-1361
Contract No. ARC 211-B

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ARTICULATED, PERFORMANCE-BASED INSTRUCTION OBJECTIVE GUIDE FOR FOOD SERVICE/FOOD SERVICE MANAGEMENT

May, 1983

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Occupational Education Articulation Program
of The School District of Greenville County
and Greenville Technical College
Funded in part by
SOUTH CAROLINA APPALACHIAN COUNCIL OF GOVERNMENTS

ARTICULATED, PERFORMANCE-BASED CURRICULUM GUIDE

THE SCHOOL DISTRICT OF GREENVILLE COUNTY

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ARTICULATION GUIDE

THE SCHOOL DISTRICT OF GREENVILLE COUNTY
AND
GREENVILLE TECHNICAL COLLEGE

THE SCHOOL DISTRICT OF GREENVILLE COUNTY
GREENVILLE, SOUTH CAROLINA

REVISED 1983

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BIAS STATEMENT

This articulated, performance-based instruction guide has been developed based upon the tasks (objectives) and task actions (enabling objectives) important to the success of entry level workers in the vocation. The objectives were derived from task analysis and available tasks lists such as V-TEC Catalogs. The standards of performance are those expected by local businesses and industries for job success. Test samples are included to represent valid and reliable measures of the mastery of objectives.

This articulated, performance-based instruction guide has been designed to comply with the requirements of PL 94-482 Educational Amendments of 1976, Title II, which is intended to "...ensure that...curricula do not reflect stereotypes based upon sex, race, or national origin..."

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The objectives and task actions in this guide were developed or contributed by task force committee (instructor) participants based on their expertise and on task lists from resources such as V-TEC Catalogs. Standards included in this guide are those identified by local businesses and industries as important to the success of entry level workers. Sample knowledge and performance tests are included for the purpose of representing valid and reliable test items that may be used to measure mastery of objectives. Test samples taken from texts or workbooks typically are those being used locally and appropriate documentation has been included.

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Occupational Education Articulation Program
The School District of Greenville County

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This *Articulated, Performance-based Instruction Guide for Food Service* is the product of the work of the following instructors representing the secondary program of The School District of Greenville County and the post-secondary similar program at Greenville Technical College:

Donaldson Vocational Center	Mary J. Rowley
Foothills Vocational Center	Odell Evans
Golden Strip Vocational Center	William M. King
Greenville Technical College	Joe Whisonant
Greennville Technical College	Roy L. Springer

The cooperation of these instructors and others representing The School District of Greenville County and Greenville Technical College is appreciated.

ABSTRACT

Title of Project: Occupational Education Articulation Program: Food Service

Project Coordinator: Wm. Edward Henderson, Jr.

Contracting Agency: The School District of Greenville County
P. O. Box 2848 - 301 Camperdown Way
Greenville, SC 29602

Program Period: March 1, 1982, through February 28, 1983

PURPOSE: To develop a continuous line of vocational training in similar Food Service and Food Service Management programs so that students may continue their education at the secondary and post-secondary levels without loss of time or waste of effort in repeating tasks that have been mastered previously.

To provide a system where teachers can cooperate effectively in providing a continuous occupational development program where the level and type of training that leads to entry-level employment skills will be clear to students, teachers, other educators, and employers.

METHOD: Food Service and Food Service Management teacher representatives from three secondary level vocational centers of The School District of Greenville County and post-secondary level Food Service and Food Service Management teacher representatives from the Business Division, Greenville Technical College were brought together in task force committee meetings and workshops to survey very similar vocational courses of training to identify possible overlap or gaps as students continued Food Service and Food Service Management training from the secondary level to the post-secondary level. Articulated, performance-based (competency-based) instruction objectives guides were developed by the Task Force Committee on Food Service/Food Service Management to facilitate articulation. The Task Force Committee on Food Service/Food Service Management using the task analysis process identified the essential competencies for a student to continue food service training or to initially enter into the labor market in a food service related field. Major objectives for competency were

stated, performances to obtain the objectives were identified and placed in sequential order, instruction time was estimated, and performance standards were stated. Finally, outcome-referenced (criterion-referenced) measures of competency were developed as a guide in articulating.

RESULTS: As a result of this project, The Articulated, Performance-based Instruction Objectives Guide for Food Service/Food Service Management was developed. This articulation guide, however, is not a final product since it must be field trial tested and revised. Modifications and improvements to the guide are expected since the process of education must be continually reviewed to ensure that objectives are valid and are being met as best they can be met under given conditions.

A Policies and Procedures Guide was developed to aid articulation activities in an earlier phase of the project and has been used to direct project activities. Two workshop guides, developed during the earlier phase of the project were used to assist task force committee participants in writing performance-based objectives, performance actions to reach the objectives, performance standards, and outcome-referenced tests. These guides contain how-to-do-it sections distributed to teacher participants. The workshop standards for performance evaluation guides and the Policies and Procedures Guide were revised during this phase of the articulation program.

PREFACE

This Articulated, Performance-based Instruction Guide for Food Service workers is based on the following assumptions:

1. Grouping of tasks is more conducive to the training of students for the food service industry.
2. Potential employers probably would prefer an employee trained in the basics with more detailed on-the-job training provided by the employer.
3. Food service pretraining is more essential to back-of-the-house employees that to those in other areas.
4. Among topics to be included are safety, sanitation, equipment, weights and measures, personal characteristics for food service success, and career opportunities in food service.

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FOOD SERVICE

LEVEL: Secondary

TITLE: Food Service I

DESIGNATION: FOOD SERVICE I COMPUTER NUMBER: 723

DESCRIPTION: Food Service is designed to prepare the student for entry level employment in the food service industry, primarily in commercial cooking.

Food Service I emphasized the basics of food service work including safety, sanitation, personal hygiene, personal qualities for job success, food service terminology, use and care of food service utensils, cleaning of commercial kitchen equipment, using and reading recipes, principles of food preparation, short order food preparation, and table service techniques.

OBJECTIVES: Food Service I is not designed as a terminal program; however, upon successful completion of the program, the student typically will have acquired the skills necessary to successfully perform limited entry level tasks in fast food preparation and service, lunch counter work, and waiter or waitress work. Completion of the first year of Food Service prepares the student to continue training in the second year of the program.

PREREQUISITES: None.

Recommended: A cook should have a keen sense of taste and smell. Basic knowledge of math skills should include the ability to add, subtract, increase or decrease recipe portions, calculate volume and weigh measurements in order to follow or adjust recipes, make correct change and figure food costs and menu prices. Helpful courses include applied math, home economics, foods and nutrition, and recordkeeping or bookkeeping. The student should be able to read and follow instructions in sequence.

Suggested Grade Level: 11

REQUIRED/SUGGESTED INSTRUCTIONAL HOURS:

System	Year		
Division	Class	Lab	Total
Credits	3	-	3
Hours	540	-	540

LEVEL: Secondary

TITLE: Food Service II

DESIGNATION: FOOD SERVICE II COMPUTER NUMBER: 566

DESCRIPTION: Food Service II is a continuation of training to apply and expand the principles learned during Food Service I. Program emphasis during the second year is on commercial food preparation and includes nutrition, menu planning, food service, catering, labor laws and regulations. State food service laws and regulations, and commercial food preparation to prepare the graduate for entry level work as a cook, salad maker, pastry maker, counter worker, or in a related food service career. Typical work situations include restaurants, cafeterias, hotels, hospitals, schools, food chain operations, and fast or short order food establishments.

OBJECTIVES: Upon completing Food Service II, the graduate will be qualified to interpret the rules and regulations that apply to the food service industry, plan and order food supplies for different types of service, know the basics of good safety and sanitation including personal hygiene, know the essentials personal characteristics necessary for success in food service work, be able to plan a menu for given commercial situations, and plan, order, and serve foods to yield a profit. The graduate will be able to read and use standardized recipes; will be able to prepare typical foods and beverages served in commercial food settings, and will be able to work successfully with others in food preparations and service.

PREREQUISITES: Food Service I
Suggested Grade Level: 12

REQUIRED/SUGGESTED INSTRUCTIONAL HOURS:

System	Year		
Division	Class	Lab	Total
Credits	3	-	3
Hours	540	-	540

PERFORMANCE EVALUATION: Performance evaluation will be by outcome-referenced testing with possible strong use of performance rating checklists. Standards applied to performance rating will be those expected by industry for successful entry level workers.

JOB QUALIFICATION: Graduates of the secondary level food service training program will qualify for entry level employment in the food service industry depending on the competencies they have attained in various tasks such as preparing menus, baking, making salads, etc. Graduates desiring maximum career advancement or food service management work are encouraged to pursue post-secondary level training opportunities at Greenville Technical College.

WORKING CONDITIONS: Working conditions in the food service industry vary with specific jobs. A cashier or bookkeeper may work in a seated position; however, the majority of food service work will involve standing and walking. Typically, work will involve some light lifting and carrying as well as pushing and pulling movements. It may be necessary to stoop to pick up ingredients from floor level.

While work is indoors, kitchen work may involve exposure to warm temperatures or extreme heat when cooking or baking.

Cooks may be exposed to slight burns from stoves and hot grease when cooking foodstuffs, and to minor knife cuts in preparing food for cooking or immediate table use.

Food service work may require working with people in a team relationship and, at times, work may be conducted under pressure.

POTENTIAL CAREER OPPORTUNITIES
FOOD PRODUCTION AND SERVICES

Typical entry-level job opportunities may include but are not limited to:

- Chef, kitchen (hotel and restaurant)
- Cook (D.O.T. 313.381)
- Cook, short order (hotel and restaurant)
- Short-order or Fast Food cook
- Second cook (hotel and restaurant)
- Food assembler (hotel, restaurant or production service)
- Pantry worker - salad maker (hotel and restaurant) (D.O.T. 317.884)
- Pastry or Dessert maker
- Counter worker (D.O.T. 311.878)
- Kitchen helper (hotel and restaurant) (D.O.T. 318.887)
- Counter supervisor (hotel and restaurant)
- Fountain manager (hotel and restaurant)
- Waiter or Waitress (D.O.T. 311.878)
- Waiter's Assistant, Busboy/girl, Dining room helper (D.O.T. 311.878)
- Dishwasher
- Porter/helper (food services)

FOOD SERVICE WORKER
1982 EMPLOYMENT ESTIMATE

Taken from data provided by the South Carolina Employment Securities Commission, Greenville Office, Statistic's Department, March, 1982.

Nonfarm Wage and Salary Employment by Occupation for Planning District I (Piedmont, SC).

Occupation	Projected 1982 Employment	Previous 4-yr. Growth Pattern +/-
Food Service Workers	16,720	23%
Bakers: Bread & Pastry	180	20%
Waiters Assistance	900	27%
Cooks (excluding private)	3,970	19%
Cooks, Short order/ Spec. Fast Food	1,230	26%
Cooks, Restaurant	800	28%
Cooks, Institutional	1,860	11%
Butchers & Meat Cutters	960	28%
Waiters	4,270	26%
Host, Hostess (Restaurant, Lounge, Coffee Shop)	170	30%
Waiters or Waitresses	4,100	26%
Food Workers	6,230	22%
Food Prep. & Serv. Workers Fast Food Restaurants	2,150	25%
Pastry, Sandwich, & Coffee Makers	200	33%
Other Food Service Workers	3,880	19%

SECONDARY DESCRIPTIONS
STATE DEPARTMENT OF EDUCATION
FOOD SERVICE, HOME ECONOMICS EDUCATION

Food Service is designed to prepare graduates for entry level employment in the food service industry. Students are trained for jobs in hotels, hospitals, restaurants, cafeterias, food chain operations, fast food establishments and other food service environments. Career opportunities may be as head cook, short-order cook, dietary aide, hostess, cashier, waiter, waitress, salad maker, lunch counter worker, or waiter's assistant.

Major concepts recommended are:

1. Orientation to the food service industry.
2. Personal qualities and job success.
3. Working relationships.
4. Pleasing the customer.
5. Cost-portion control.
6. Handling money and using the cash register.
7. Sanitation and safety.
8. Use and care of commercial equipment.
9. Table service technique.
10. Commercial food preparation.

COMMERCIAL COOKING, TRADES AND INDUSTRIES

Commercial cooking offers training in all aspects of food preparation and service. Training follows a planned procedure of theoretical instructions in the principles of cookery, recipe adjusting, consumption, baking, accounting, cost estimation, menu planning, nutrition, and food appearance. Practical application is achieved under commercial operating conditions. Student experiences include cooking, baking, salad making, bookkeeping, ordering, buying, and cost accounting.

Recommended course content includes:

1. Safety.
2. Care, maintenance, and operation of equipment.
3. Sanitation.
4. Inspection and storage.
5. Menu planning.
6. Recipes and formulas.
7. Science of food technology.
8. Principles of cookery:
    - Meat and meat products
    - Dairy products, poultry and eggs
    - Fresh and processed fruits and vegetables
    - Cereals
    - Water foods
    - General Products
9. Food preparation.
10. Food packing and storage.

Outline of High School Credit Courses, Columbia, SC: State Department of Education, pp. 104, 128, 129, 1980.

POST-SECONDARY DESCRIPTION

FOOD SERVICE MANAGEMENT
FIRST YEAR
SUGGESTED SEQUENCE OF COURSES

Food Service Management is a two year program leading to the Associate Degree.

FALL QUARTER

COURSE NUMBER		COURSE TITLE	CLASS	LAB	CREDIT
**ENG	151	Language Applications I	3.0	0	3.0
MAT	129	Mathematics of Business I	3.0	0	3.0
FDS	105	Introduction to Food Ser. Equip.	3.0	0	3.0
FDS	114	Nutrition	2.0	0	2.0
DET	115	Sanitation, Safety, & Equipment	3.0	0	3.0
FDS	118	Menu Planning	3.0	0	3.0
			17.0	0	17.0

WINTER QUARTER

COURSE NUMBER		COURSE TITLE	CLASS	LAB	CREDIT
**ENG	131	Vocational Communications	3.0	0	3.0
MAT	130	Mathematics of Business II	3.0	0	3.0
HMR	213	Food Preparation I	3.0	3	4.0
*FDS	101	Food Science	3.0	0	3.0
*FDS	103	Food Service Supervision	3.0	0	3.0
			15.0	3	16.0

SPRING QUARTER

COURSE NUMBER		COURSE TITLE	CLASS	LAB	CREDIT
**ENG	232	Business & Technical Writing	3.0	0	3.0
BUS	101	Introduction to Business	4.5	0	4.5
*HMR	122	Food & Beverage Purchasing	3.0	0	3.0
*FDS	102	Quantity Food Production	4.0	3	5.0
			14.5	3	15.5

Underlined courses are possible exemption courses.

POST-SECONDARY DESCRIPTION

FOOD SERVICE MANAGEMENT
SECOND YEAR
SUGGESTED SEQUENCE OF COURSES

FALL QUARTER

COURSE NUMBER	COURSE TITLE	CLASS	LAB	CREDIT
ACC 101	Principles of Accounting I	4.5	0	4.5
MGT 101	Principles of Management	4.5	0	4.5
HMR 223	Food Preparation II	3.0	3	4.0
ECO 200	Basic Economic Principles	4.5	0	4.5
		16.5	3	17.5

WINTER QUARTER

FDS 117	Recordkeeping	3.0	0	3.0
*FDS 107	Basic Baking	2.0	3	2.0
HMR 233	Food Preparation III	3.0	3	3.0
PSY 220	Business Psychology	4.5	0	4.5
		12.5	6	12.5

SPRING QUARTER

*HMR 133	Food & Beverage Control	3.0	0	3.0
BUS 122	Business Law I	4.5	0	4.5
MKT 121	Marketing I	4.5	0	4.5
Elective		4.5	0	4.5
		16.5	0	16.5

*THESE COURSES ARE OFFERED ONLY ONCE EACH YEAR DURING THE QUARTER SHOWN. IT IS IMPERATIVE THAT THE SCHEDULE FOR THESE COURSES BE FOLLOWED, IF GRADUATION IN THE SPRING IS ANTICIPATED.

**ENG 151 is a prerequisite of ENG 131. Both courses are prerequisites of ENG 232.

Business Division Catalog, Greenville, SC: Greenville Technical College, p. 20-21, 1980.

POST-SECONDARY COURSE DESCRIPTION

FOOD SERVICE MANAGEMENT

FDS 105 INTRODUCTION TO FOOD SERVICE EQUIPMENT

"A technical study of the operation, repair and principles of food related equipment. (3-0-3)

FDS 114 NUTRITION

"The basics of nutrition as applied to quantity preparation are discussed. The student learns the five basic food groups and the ten "leader" nutrients in relation to good health. (2-0-2)

DET 115 SANITATION, SAFETY & EQUIPMENT

"An introduction to the use and care of quantity food service equipment with emphasis on sanitation and safety, providing information on the fundamentals of housekeeping, work methods improvements, cleaning materials, cleaning procedures, and recordkeeping. (3-0-3)

FDS 118 MENU PLANNING I

"A study of the principles and techniques involved in menu planning. An application of basic nutrition factors to an understanding of what constitutes an appealing, well-balanced menu is covered. (3-0-3)

HMR 213 FOOD PREPARATION I

"To instruct the student in the basic principles of quantity food production with emphasis on sanitation, safety, and maintenance of all kitchen equipment. The course will also include the duties of the various stations in the kitchen; introduction to the basic food and methods of cooking. Emphasis is placed on participation by the students under actual kitchen conditions. (3-3-4)

FDS 101 FOOD SCIENCE

"The interrelationship of the physical, biological, and chemical principles of food, food preparation, food equipment, and food manufacturing processes. (3-0-3)

FDS 103 FOOD SERVICE SUPERVISION

"A course involving personnel management in the food industry; a discussion of the sensitivities of management to the "human problems" of the employees, enthusiasm toward these goals. (3-0-3)

HMR 122 FOOD & BEVERAGE PURCHASING

"This course explains what to look for and what to avoid in purchasing dozens of food items. It examines in detail each of the major groups of foods purchase by quantity buyers. It also stresses the importance of buying specifications and teaches the student how to write them. (3-0-3)

FDS 102 QUANTITY FOOD PRODUCTION

"An introduction to large quantity food service procedures with emphasis on fundamental principles of food preparation, service, and sanitation. (4-3-5)

HMR 223 FOOD PREPARATION II

"This course is a continuation of Food Preparation I. The students are instructed in simple preparation of sauces, salads, meats, fish, poultry dishes, vegetables and desserts. Emphasis will be placed on the basic principles of fine American cuisine. A study of most cuts is also stressed with demonstrations on the various cuts. The student will participate under actual working conditions. (3-3-4)

FDS 117 RECORDKEEPING

"An introductory course to the wide variety of records which must be properly kept for an efficient restaurant establishment. The student is exposed to a number of forms and records procedures for the dining room, storeroom, and kitchen operations. Basic systems and procedures of filing and recordkeeping are discussed. (3-0-3)

FDS 107 BASIC BAKING

"Acquainting students with fundamentals, principles, and applications of baking. Skills are developed for quality hand-crafted bakery products. (2-3-3)

HMR 233 FOOD PREPARATION III

"This course is the final of the food preparation series. The student studies merchandising and planning of menus, basic terminology of French culinary terms, wines, and beverages used in cooking, and the nutritional values of various foods. (3-3-4)

HMR 133 FOOD & BEVERAGE CONTROL

"The course basically outlines the essential principles and procedures of effective food and beverage control. It thoroughly covers every step in the control process, but special emphasis is placed on calculating food costs, establishing standards of production planning." (3-0-3)

Business Division Greenville Technical College, Greenville, SC: Greenville Technical College, pp. 42-46, 1980-82.

SCOPE OF PROJECT
FOOD SERVICE/FOOD SERVICE MANAGEMENT

(Similar Training)

Secondary Level (Year or 9-month system)	Post-secondary Level (Quarter system)
Food Service I and Food Service II	Food Service Management Courses: FDS 101, Food Science (3 cr. hrs.)* HMR 213, Food Preparation I (3 cr. hrs.)* FDS 105, Introduction to Food Service Management* *9 cr. hrs., college level credit possible

Exemption test for FDS 101 and HMR 213 are offered every Tuesday evening and Saturday morning. The fee is $10.00 per test. Contact the Food Service Management Department or Admissions Office at Greenville Technical College to confirm test fees and arrange for exemption tests.

Unless otherwise specified, secondary level courses are based on the 180 day school year system and post-secondary level courses are based on the quarter system.

The post-secondary level courses are those of the Food Service Management Program, Business Division, Greenville Technical College.

SAMPLE
OUTCOME-REFERENCED TESTS

FOOD SERVICE

This articulated, performace-based instruction guide is designed to answer three critical questions necessary for quality instruction.

First, what should be taught?

> The objectives of the articulated, performance-based education vocational education program are based on extensive task analysis and validation.
>
> The task objectives represent what employers in business and industry say is important for entry level job success.

Second, how should it be taught?

> It should be taught using the latest "state-of-the-art" instructional technology incorporated into each unit.
>
> Students are taught the knowledges, skills, and attitudes needed for successful and productive employment.

Third, how should students be evaluated?

> Students are evaluated using a validated competency-based approach to determine student proficiency in vocational knowledges and skills.
>
> The minimum standards are those required for successful entry in the next high level of training or for successful employment.

The sample tests are include to illustrate how the student's competency in vocational skills and knowledges may be measured with validity and reliability. In addition, the test samples are included to promote standardization in the evaluation of vocational students in similar programs.

Test items have been constructed solely from the objectives of the vocational program. The statement of the objectives indicate the level of knowledge or skill to be tested. Task force committee participants have attempted to write tests that agree with objectives in the behavior requested, the given conditions, and the desired standards of performance.

NOTE: Unless the test page is marked "Revised" or "R," the test should be considered a field trial edition currently under review and revision.

SUMMARY
FOOD SERVICE I
SUGGESTED INSTRUCTION TIME

FOOD SERVICE UNIT/TASK		SUGGESTED HOURS
Unit 1.0		
1.01	Review School Policies and Procedures	6
1.02	Review Course Objectives and Standards	6
1.03	Identify Typical Types of Local Food Service Businesses	6
1.04	Distinguish Between "Front of the House" and "Back of the House" Jobs in Food Service	4
1.05	Compare Job Requirements in the Food Service Industry	4
Unit 2.0		
2.01	Personal Qualities for Job Success in Food Service	6
2.02	Personal Grooming for Food Service Work	6
2.03	Work Attitudes	6
2.04	Job Performance in Food Service	6
Unit 3.0		
3.01	Discuss General Safety Precautions in Food Service Work (Kitchen)	12
3.02	Identify and Demonstrate Emergency Treatments	6
3.03	Maintain Fire Safety Procedures	6
3.04	Identify Safety Hazards Involving Slips and Falls or Strains from Lifting	6
Unit 4.0		
4.01	Inspect Facility for Compliance with Health and Sanitation Laws	6
4.02	Identify Basic Sanitation Rules When Handling Food to Prevent Disease	6
4.03	Exterminate Insects and Rodents	1

4.04	Maintain Clean and Sanitary Food Preparation, Service, and Storage Areas	6
4.05	Clean and Maintain Food Preparation/ Service Equipment	6
4.06	Wash Dishes (Using Dishwasher Machine or By Hand)	6
4.07	Wash Pots, Pans, and Utensils	6
4.08	Demonstrate Proper Personal Hygiene in Training	2
Unit 5.0		
5.01	Methods of Cooking	30
Unit 6.0		
6.01	Use Standardized Terms in Food Preparation	29
Unit 7.0		
7.01	Weigh and Measure Staple Ingredients	6
7.02	Use Standardized Recipes	6
7.03	Convert Recipe to Large or Smaller Product	12
Unit 8.0		
8.01	Demonstrate Use of Equipment	12
Unit 9.0		
9.01	Use and Care of Food Service Hand Utensils	12
Unit 10.0		
10.01	Prepare Beverages	6
10.02	Make Punch	2
10.03	Prepare Salads	18
10.04	Make Uncooked Salad Dressing	2
10.05	Preparing Salad Dressings	2
10.06	Preparing Garnishes	12
10.07	Make Relishes	2

1C.08	Add Finishing Touches to Prepared Foods	2
10.09A	Prepare Sandwich Filling	6
10.09B	Make Sandwiches	12
10.10	Prepare Appetizers	12
10.11	Cook Vegetables and Fruits by Deep Fat Frying	6
10.12	Cook Fish and Poultry by Deep Fat Frying	6
TOTAL HOURS		315

TASK LISTING

FOOD SERVICE

UNIT/TASK	DESCRIPTION
Unit 1.0	
1.01	(Review School Policies and Procedures) Given information on school policies and procedures, apply these policies and procedures on a day to day basis.
1.02	(Review Course Objectives and Standards) Given an introduction to the secondary vocational education Food Service vocational program, a review of the course objectives and minimum standards of performance, describe the course objectives and the minimum performance expected to demonstrate competency in the objective.
1.03	(Identify Typical Types of Local Food Service Businesses) Given instruction, data on the local food service industry, and an opportunity to study food service businesses; identify the major types of food service businesses in the local community, including the major characteristics of each.
1.04	(Distinguish Between "Front of the House" and "Back of the House" Jobs in Food Service) Given an orientation to the food service industry and instruction concerning "Front of the House" and "Back of the House" duties, distinguish between "Front of the House" and "Back of the House" duties to the satisfaction of the instructor.
1.05	(Compare Job Requirements in the Food Service Industry) Given an introduction to typical jobs in the food service industry, compare requirements in selected food service jobs.
Unit 2.0	
2.01	(Personal Qualities for Job Success in Food Service) Given instruction concerning the personal qualities that contribute to success in food service work, describe (identify) a minimum of five personal qualities that contribute to success in food service work.
2.02	(Personal Grooming for Food Service Work) Given instruction concerning personal grooming requirements typical to the food service industry, identify recommended personal grooming habits.

2.03 (Work Attitudes) Given instruction, demonstrate work attitudes that potential employers prefer in an entry level worker. Performance will be rated on a "Work Attitude Score Card" and a minimum of 90 percent should be attained. Performance will be rated throughout training and should improve to 100 percent by the end of the training period.

2.04 (Job Performance in Food Service) Given instruction, demonstrate job performance characteristics that are considered important to entry-level career success in the food service industry. A "Job Performance Rating Sheet" will be used to evaluate performance and all items must be rated "frequently" or above.

Unit 3.0

3.01 (Discuss General Safety Precautions in Food Service Work [Kitchen]) Given instruction, discuss general safety precautions in food service work with emphasis on the kitchen area. Instructor's standards apply.

3.02 (Identify and Demonstrate Emergency Treatments) Given instruction and demonstration, first aid training materials, and simulated person needing first aid, identify the proper methods of administering first aid for cuts and burns, and suffocation from food material lodged in the throat. Knowledge and performance must be to accepted Red Cross first aid standards and to the instructor's standards.

3.03 (Maintain Fire Safety Procedures) Given instruction, orientation to different types of fires and fire extinguishing equipment, and simulated situations; explain typical steps to take when experiencing a fire; how to extinguish small fires to include class A, B, and C fires; and operation of typical fire extinguishing equipment.

3.04 (Identify Safety Hazards Involving Slips and Falls or Strains from Lifting) Given instruction, identify safety hazards and precautions that involve slips and falls in food service. Instructor's standards apply.

Given instructions, identify safety hazards and precautions to take when lifting.

Unit 4.0

4.01 (Inspect Facility for Compliance with Health and Sanitation Laws) Given instruction, a food service area in which there may be violations of sanitation rules, and a checklist on which to report findings, inspect the area for violations of sanitation laws. The student's findings must agree with the instructor's findings.

4.02 (Identify Basic Sanitation Rules When Handling Food to Prevent Disease) Given instruction in sanitation fundamentals, describe how diseases spreads by careless handling of food or lack of personal hygiene.

Identify and demonstrate preventative sanitation methods by which to prevent the possibility of spreading diseases by careless handling of foods. Performance must meet instructor's standards.

4.03 (Exterminate Insects and Rodents) Given instruction, tools and equipment, insecticide spray, cleaning solution, and cleaning cloth; exterminate insects so that the work area is sanitary and free of insects.

Given tools and equipment, bait, mouse/rat trap, cleaning solution, and cleaning cloth; exterminate rodents so that the work area is sanitary and free of rodents.

4.04 (Maintain Clean and Sanitary Food Preparation, Service, and Storage Areas) Given instruction, maintain sanitary and clean food preparation, customers service and storage areas meeting State Department of Health and instructor's standards.

4.05 (Clean and Maintain Food Preparation/Service Equipment) Given instruction, cleaning supplies, and food service equipment to clean and maintain; clean given equipment at the end of its use or at the end of the day.

4.06 (Wash Dishes [Using Dishwasher Machine or by Hand]) Given instruction, cleaning supplies and equipment/machine, soiled dishes and utensils; wash the dishes, glasses, and utensils, by established procedures meeting the instructor's standards. Dishwashing machine operation must be according to manufacturer's or industry standards, meeting the minimum temperatures established for proper sanitation.

4.07 (Wash Pots, Pans, and Utensils) Given equipment and supplies, and pots/pans/utensils to be cleaned, wash the pots/pans/utensils so that no soil or grease remains. The washed items must be to the instructor's standards.

4.08 (Demonstrate Proper Personal Hygiene in Training) Given instruction, demonstrate proper personal hygiene to standards outlined by instructor.

Unit 5.0

5.01 (Method of Cooking) Given instruction concerning the basic methods of cooking, foodstuff requiring cooking, menus or sample situations for which to cook; identify and demonstrate the best method of cooking given foods. The method chosen must be in agreement with that method selected by the instructor or must meet the instructor's standards, proper procedures of preparation must be followed, and the cooked product must meet the instructor's standards.

Unit 6.0

6.01 (Use Standardized Terms in Food Preparation) Given instruction, use standardized food preparation terms to describe the utensils, foodstuff, food products, and standardized procedures in food preparation with 90 percent accuracy initially and 100 percent at the end of training.

Unit 7.0

7.01 (Weigh and Measure Staple Ingredients) Given appropriate measuring and weighing equipment, scales if necessary, standardized measuring cups and spoons in varying sizes; measure and weigh two each liquid and dry ingredients as selected by the instructor. A checklist will be used to rate performance and all items must receive an acceptable rating.

7.02 (Use Standardized Recipes) Given instruction, read and use standardized recipes used in commercial cooking to produce final food products. The interpretation of the recipe and the procedures followed must be accurate and the final product must be to the instructor's standards.

7.03 (Convert Recipe to Large or Smaller Product) Given a simple recipe and proper instructions, convert the recipe to a product (a) twice as large as the original product and (b) one-half the size as the original, using metric or American standard measures. The recipe must be converted to the correct amount and unit of measure with 100 percent accuracy.

Unit 8.0

8.01 (Demonstrate Use of Equipment) Given supplies, equipment, and operation instruction; demonstrate use of given food preparation equipment in accordance with manufacturer's and instructor's procedures.

Unit 9.0

9.01 (Use and Care of Food Service Hand Utensils) Given instruction concerning identification, use, and care of kitchen hand utensils; from given utensils, select and demonstrate the proper use and care of food service utensils for given applications. Utensils must be selected and used according to procedures given by instructor or textbook.

Unit 10.0

10.01 (Prepare Beverages) Given instructions, necessary equipment and supplies, and standardized recipes; prepare the following types of beverages:

- Tea
- Coffee
- Fruit or vegetable juices
- Cocoa and Chocolate
- Milk beverages

10.02 (Make Punch) Given a recipe and access to needed ingredients, measuring cups and spoons, a large stirring spoon, a punch bowl, ice ring and garnishes; make punch. The punch ingredients must be combined evenly, garnished, and very cold. The punch must be suitable for the given event.

10.03 (Prepare Salads) Given a standardized recipe per salad type, necessary ingredients and equipment, prepare at least one each of the following types of salads: An appetizer, main course, and a side dish. The salad must have eye appeal, attractive color, be palatable, and have good texture.

10.04 (Make Uncooked Salad Dressings) Given a recipe and access to ingredients, a measuring cup and spoons; a bottle, jar or mixing bowl with lid; and a rotary beater, electric mixer, or blender; make an uncooked salad dressing. The ingredients of the dressing must be evenly distributed.

10.05 (Preparing Salad Dressings) Given a standardized recipe, necessary materials and equipment; use the proper techniques to prepare at least one each of the following types of dressings: (a) French, (b) mayonnaise, and (c) cooked. Dressing should meet commercial food standards and all items on a rating checklist should be acceptable.

10.06 (Preparing Garnishes) Given a food to be garnished and access to fresh fruits and vegetables, reference books, a vegetable brush, a paring knife, a vegetable peeler, an apple corer, a spoon, a radish roser, a melon baller, a canape cutter, ascorbic acid, a bowl of ice, and paper towels; prepare a garnish for the food. The garnish must be edible, free from blemishes, or discoloration, and cut uniformly.

10.07 (Make Relishes) Given a recipe and access to ingredients, a paring knife, a food chopper, grater, or blender, a bowl, clean cloth, tongs, and other necessary supplies; make a relish. The relish must be crisp in texture, not soft or mushy and must be bright in color.

10.08 (Add Finishing Touches to Prepared Foods) Given a variety of prepared foods, proper instructions, and appropriate garnishes; add finishing touches to a minimum of four dishes: a salad, fruit, vegetable, and meat dish. The finished touches must enhance the color, flavor, texture, and overall appearance of the dish as judged by the instructor.

10.09-A (Prepare Sandwich Filling) Given standardized recipe, ingredients, and equipment; prepare sandwich filling for the estimated use.

10.09-B (Make Sandwiches) Given sandwich ingredients and condiments; a mixing bowl and spoon, a sandwich spreader, and slicing knife, prepare the following types of sandwiches: Cold, toasted, and grilled. A standardized product should result.

10.10 (Prepare Appetizers) Given instruction, necessary equipment, and ingredients; prepare a required selection of appetizers representing a selection from: Canapes, cocktails, hors d'oeuvres, dips, petite salads, relishes, and soups.

10.11 (Cook Vegetables and Fruits by Deep Fat Frying) Given fruits and vegetables, proper equipment and supplies, ingredients, and standardized recipe; deep fat fry at least two different fruits and vegetables as selected by the instructor. The fried food should be firm, relatively free of fat, of good color, and taste fresh. Performance will be judged by the instructor.

10.12 (Cook Fish and Poultry by Deep Fat Frying) Given the necessary fish or poultry, proper equipment and supplies, ingredients, and standardized recipe; deep fat fry at least one fish or poultry as selected by the instructor. The fried food should be firm, relatively free of fat, of good color, and taste fresh. Performance will be judged by the instructor's standards.

UNIT 1.0

ORIENTATION TO FOOD SERVICE

UNIT 1.0 ORIENTATION TO FOOD SERVICE

TASK 1.01 REVIEW SCHOOL POLICIES AND PROCEDURES

PERFORMANCE OBJECTIVE:

Given information on school policies and procedures, apply these policies and procedures on a day to day basis.

PERFORMANCE ACTIONS:

1.0101 Review school policies and procedures.

1.0102 Review philosophy of school and state.

1.0103 Review relevant safety policies and procedures under unit concerning safety.

PERFORMANCE STANDARDS:

- Using information and materials, supplies, review and apply school policies and procedures.

SUGGESTED INSTRUCTION TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

- School Handbook
- Authorization and "release" forms

UNIT	1.0	ORIENTATION TO FOOD SERVICE
TASK	1.02	REVIEW COURSE OBJECTIVES AND STANDARDS

PERFORMANCE OBJECTIVE:

Given an introduction to the secondary vocational education Food Service program, a review of the course objectives and minimum standards of performance, describe the course objectives and the minimum performance expected to demonstrate competency in the objective.

(NOTE: This objective may be accomplished in general at the beginning of the first year and in detail over the two year training period.)

PERFORMANCE ACTIONS:

1.0201 Review each major objective of the Food Service program.

1.0202 Review the minimum performance standards of the objectives.

PERFORMANCE STANDARDS:

- Using information provided, explain the objectives of the course and describe the minimum performance standards for each objective.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 1.0 ORIENTATION TO FOOD SERVICE

TASK 1.03 IDENTIFY TYPICAL TYPES OF LOCAL FOOD SERVICE BUSINESSES

PERFORMANCE OBJECTIVE:

Given instruction, data on the local food service industry, and an opportunity to study food service businesses; identify the major types of food service businesses in the local community, including the major characteristics of each.

PERFORMANCE ACTIONS:

1.0301 Nursing Homes, Hospitals, Institutions, Hotels, and Motels.

1.0302 Identify cafeterias:
- a. Customers generally serve themselves from serving line selection
- b. Foods are prepared in a central kitchen
- c. Food items are served by handlers or servers behind the serving line
- d. A functional dining room is designed for rapid clean up and customer turnover
- e. Typically, there is a full menu of salads, vegetables, desserts, entrees, and drinks

1.0303 Restaurants:
- a. Customers typically are served
- b. Foods are prepared in a central kitchen often by specialized cooks
- c. Food is brought to the table for service
- d. The dining room typically is a more relaxed atmosphere compared to the cafeteria or fast food establishment
- e. Often there are specialities of the house

1.0304 Identify Fast Food establishments.

1.0305 Identify Coffee shops.

1.0306 Identify Drive-ins.

1.0307 Identify Catering services.

1.0308 Identify Vending food services.

UNIT 1.0 ORIENTATION TO FOOD SERVICE

TASK 1.03 IDENTIFY TYPICAL TYPES OF LOCAL FOOD SERVICE BUSINESSES (Con't.)

PERFORMANCE STANDARDS:

- Identify the typical types of food service businesses in the local community and the major characteristics that distinguish them, use local market data and student observation.
- Meet the instructor's standards.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 1.0 ORIENTATION TO FOOD SERVICE

TASK 1.04 DISTINGUISH BETWEEN "FRONT OF THE HOUSE" AND "BACK OF THE HOUSE" JOBS IN FOOD SERVICE

PERFORMANCE OBJECTIVE:

Given an orientation to the food service industry and instruction concerning "Front of the House" and "Back of the House" duties, distinguish between "Front of the House" and "Back of the House" duties to the satisfaction of the instructor.

PERFORMANCE ACTIONS:

1.0401 Identify "Front of the House" duties:

- Handling money
- Busing dishes
- Selling
- Cleaning/maintenance
- Making coffee
- Garnishing

1.0402 Identify "Back of the House" duties:

a. General
  - Receiving and storage
  - Prevention of waste (foods and breakage...)

b. Food Preparation Area (Kitchen)
  - Reading a recipe
  - Figuring fractions (for doubling a recipe or cutting a recipe in half)
  - Food handling

c. Dish room - clean up
  - Cleaning surfaces
  - Preparing dishes and using dishwasher
  - Sanitizing utensils, etc.

1.0403 Distinguish between typical "Front of the House" and "Back of the House" duties.

PERFORMANCE STANDARDS:

- Given situations, distinguish between typical "Front of the House" and "Back of the House" situations.
- Meet the instructor's standards.

SUGGESTED INSTRUCTION TIME: 4 Hours

See: Typical "Back of the House" and "Front of the House."

TYPICAL
"BACK OF THE HOUSE" AND "FRONT OF THE HOUSE"
FOOD SERVICE JOBS

I. BACK OF THE HOUSE

1. Production Pre-Prep
   - Cook's Helper
   - Preparation Cook
   - Salad Maker
   - Kitchen Helper

2. Production Preparation
   - Caterer
   - Chef
   - Cook: First, grill, head, lunch, vegetable, etc.
   - Cook's helper
   - Curb Window Operator
   - Garnisher
   - Fountain Operator
   - Grill Operator
   - Pastry Helper
   - Salad Maker
   - Steam Table Operator

3. Sanitation/Maintenance
   - Busboy/Busgirl
   - Dishwasher
   - Janitor
   - Kitchen stewards
   - Porter

4. Purchasing/Receiving/Storing/Inventory
   - Storeroom clerk

II. FRONT OF THE HOUSE

1. Hospitality
   - Doorman
   - Host/Hostess
   - Maitre'd

2. Customer Service
   - Cashier
   - Coffee Shop
   - Counter Person
   - Food Clerk
   - Salad Prep
   - Waiter/Waitress

UNIT 1.0 ORIENTATION TO FOOD SERVICE

TASK 1.05 COMPARE JOB REQUIREMENTS IN THE FOOD SERVICE INDUSTRY

PERFORMANCE OBJECTIVE:

Given an introduction to typical jobs in the food service industry, compare requirements in selected food service jobs.

PERFORMANCE ACTIONS:

1.0501 Identify the jobs of:
- a. Apprentice cook.
- b. Apprentice baker.
- c. Pantry cook or salad maker.
- d. Pastry cook.
- e. Waiter/Waitress.
- f. Busboy/Busgirl.
- g. Counter worker.
- h. Kitchen helper.

1.0502 Compare the requirements of each of the above jobs (as required by the instructor).

(NOTE: Refer to pages 29-42 of the Curriculum for Commercial Cooking, Columbia, SC: State Department of Education, 1972.) (See appendixes)

1.0503 What personal characteristics are required.

PERFORMANCE STANDARDS:

- Compare the requirements for typical food service industry jobs selected by the instructor. Use the information and materials provided as references.

SUGGESTED INSTRUCTION TIME: 4 Hours

SUGGESTION: Annually, conduct an "Occupational Analysis" (Task Analysis) to determine the job requirements (tasks and standards) being emphasized by potential employers. Student should benefit from conducting a well planned and organized analysis.

UNIT 2.0

PERSONAL CHARACTERISTICS FOR SUCCESS IN FOOD SERVICE

UNIT 2.0 PERSONAL CHARACTERISTICS FOR SUCCESS IN FOOD SERVICE

TASK 2.01 PERSONAL QUALITIES FOR JOB SUCCESS IN FOOD SERVICE

PERFORMANCE OBJECTIVE:

Given instruction concerning the personal qualities that contribute to success in food service work, describe (identify) a minimum of five personal qualities that contribute to success in food service work.

PERFORMANCE ACTIONS:

2.0101 Identify physical qualifications affecting success in food service work.
- Good physical health (on feet 80 percent [illegible] time)
- State Board of Health Requirement (Health)

2.0102 Appearance:
- Neat, attractive dress (clean)
- Personal grooming

2.0103 Attitudes:
- Working with others, cooperative (Food service team)
- Accepts supervision willingly

2.0104 Traits:
- Dependable (regular work attendance, on time...)

2.0105 Personal Hygiene.

2.0106 Personal Safety.

PERFORMANCE STANDARDS:

- Describe or demonstrate a minimum of five personal qualities that contribute to success in food service work.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 2.0 PERSONAL CHARACTERISTICS FOR SUCCESS IN FOOD SERVICE

TASK 2.02 PERSONAL GROOMING IN FOOD SERVICE WORK

PERFORMANCE OBJECTIVE:

Given instruction concerning personal grooming requirements or reference typical to the food service industry, identify recommended personal grooming habits.

PERFORMANCE ACTIONS:

2.0201 Obtain a "Personal Grooming Checklist" from the instructor.

2.0202 Review the "Personal Grooming Checklist."

2.0203 Demonstrate personal grooming habits and care that typically is expected of food service workers.

2.0204 Demonstrate the following personal grooming habits (as a minimum):

a. Clean, well-arranged hair
b. Neat makeup, if used
c. Clean, properly cared for teeth
d. Good posture
e. Appropriate weight
f. Neat, clean, and attractive appearance including appropriate choice of clean work clothing
g. Hair net, if required
h. Clean pressed uniform
i. Clean apron
j. Clean shoes
k. No unnecessary jewelry

2.0205 Identify basic nutritional needs for personal health.

2.0206 Identify personal exercise habits that contribute to good personal health.

PERFORMANCE STANDARDS:

- Based on given information and personal checklists concerning good grooming and personal care habits; describe grooming and personal care habits that are recommended by the instructor for success in the food service industry.

UNIT	2.0	PERSONAL CHARACTERISTICS FOR SUCCESS IN FOOD SERVICE
TASK	2.02	PERSONAL GROOMING IN FOOD SERVICE WORK (Con't.)

SUGGESTED INSTRUCTION TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

- Tennis shoes are not recommended for work in food service industry

UNIT 2.0 PERSONAL CHARACTERISTICS IN FOOD SERVICE

TASK 2.03 WORK ATTITUDES

PERFORMANCE OBJECTIVE:

Given instruction, demonstrate work attitudes that potential employers prefer in an entry level worker. Performance will be rated on a "Work Attitude Score Card" and a minimum of 90 percent should be attained. Performance will be rated throughout training and should improve to 100 percent by the end of the training period.

PERFORMANCE ACTIONS:

2.0301 Review those work attitudes considered important to success in the food service industry.

2.0302 Review the "Work Attitude Score Card."

2.0303 Demonstrate the type of work attitudes that potential employers in the local market report as important to job success.

PERFORMANCE STANDARDS:

- Demonstrate to 90 percent minimum acceptable rating on a "Work Attitude Score Card" to be completed by the instructor those work attitudes considered important for entry-level job success by local potential employers.

SUGGESTED INSTRUCTION TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

- An additional personal characteristics evaluation form appears on page 101, Exploring Professional Cooking, Teacher's Copy, by Ray and Lewis, Peoria, IL: Bennett Publishing Company, 1979

The list of personal characteristics includes the following:

Dependability
Leadership
Ability to get along with others
Personal appearance and grooming
Social habits
Cultural refinement
Mental alertness
Thoroughness
Industry
Employability

Addendum to Task 2.03

WORK ATTITUDES SCORE CARD

DIRECTIONS: Score the learner on the following attitudes and work behavior by circling the appropriate description either "yes" (+) or "no" (-). Indicate any comments to support the rating or recommendations.

	Circle		Comments/
	(No)	(Yes)	Recommendations
Cooperative	-	+	
Courteous	-	+	
Loyal	-	+	
Tackful	-	+	
Self Disciplined	-	+	
Respectful	-	+	
Alert	-	+	
Motivated	-	+	
Responsible	-	+	
Trustworthy	-	+	
Dependable	-	+	
Cheerful	-	+	
Polite	-	+	
Interest	-	+	
Friendly	-	+	
Sympathetic	-	+	
Accepts changes	-	+	
Follows rules and regulations	-	+	
Does share of work	-	+	
Helps others, if needed	-	+	
Works regularly	-	+	
On time	-	+	
Shows pride in work	-	+	
Keeps promises	-	+	
Does not waste time	-	+	
Controls anger	-	+	
Accepts criticism	-	+	
Follows superior's directions	-	+	

28 Items total TOTAL (+'s) ______

Interpretation
28 = 100% = Competency Level 4
25 = 90% = Competency Level 3
22 = 80% = Competency Level 2
20 = 70% = Competency Level 1
17 = 60% = Competency Level 0

Student: ______________________________

UNIT 2.0 PERSONAL CHARACTERISTICS IN FOOD SERVICE

TASK 2.04 JOB PERFORMANCE IN FOOD SERVICE

PERFORMANCE OBJECTIVE:

Given instruction, demonstrate job performance characteristics that are considered important to entry-level career success in the food service industry. A "Job Performance Rating Sheet" will be used to evaluate performance and all items must be rated "frequently" or above.

PERFORMANCE ACTIONS:

2.0401 Review important work characteristics for the food service industry.

2.0402 Review the "Job Performance Rating Sheet" with the instructor.

2.0403 Demonstrate those work characteristics that are considered important to success in food service work.

PERFORMANCE STANDARDS:

- Demonstrate by personal performance the work characteristics that are considered important to success in food service work.
- A "Rating Sheet" will be used to evaluate performance and all items must be rated "frequently" (observed) or above.

SUGGESTED INSTRUCTION TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

- Additional work performance may be evaluated using the student rating sheet that appears on page 99 and 100 of the publication, Exploring Professional Cooking, Teacher's Copy, by Ray and Lewis, Peoria, IL: Bennett Publishing Company, 1979.

  The rating sheet includes the following categories:
  - Accuracy of work
  - Care of working space
  - Care of equipment
  - Speed
  - Use of working time
  - Initiative
  - Attendance
  - Attitude toward fellow workers
  - Attitude toward teacher
  - Observance of safety rules
  - Use of materials
  - Responsibility
  - Accident report
  - Personal appearance, cleanliness

Addendum to Task 2.04

JOB PERFORMANCE RATING SHEET

Learner ____________________ Job Performed ____________________

Dates from ____________________ to ____________________

Place of work ____________________ Supervisor ____________________

DIRECTIONS: Circle the number that best fits your opinion of the learner's performance using the following factors:

		Never	Seldom	Frequently	Usually	Always
1.	Gets to work on time	1	2	3	4	5
2.	Uses time properly	1	2	3	4	5
3.	Shows interest in work	1	2	3	4	5
4.	Shows dependability	1	2	3	4	5
5.	Is ambitious	1	2	3	4	5
6.	Is neat (work and self)	1	2	3	4	5
7.	Works well with others	1	2	3	4	5
8.	Follows directions	1	2	3	4	5
9.	Works without supervision	1	2	3	4	5
10.	Shows good manners	1	2	3	4	5
11.	Meets people well	1	2	3	4	5
12.	Uses knowledge on the job	1	2	3	4	5
13.	Seeks assistance, when necessary	1	2	3	4	5

Does the worker have the skills for doing satisfactory work? Yes ___ No ___

List the skills or characteristics that need to be developed or improved upon:

____

____

____

____

Additional comments:

____

____

____

Date ____________________ Supervisor ____________________

UNIT 3.0

SAFETY IN FOOD SERVICE

UNIT 3.0 SAFETY IN FOOD SERVICE

TASK 3.01 DISCUSS GENERAL SAFETY PRECAUTIONS IN FOOD SERVICE WORK (KITCHEN)

PERFORMANCE OBJECTIVE:

Given instruction, discuss general safety precautions in food service work with emphasis on the kitchen area. Instructor's standards apply.

PERFORMANCE ACTIONS:

3.0101 Identify safety precautions, rules and regulations, etc., that apply to food service work, especially the kitchen.

3.0102 Describe safety precautions to take with kitchen equipment. (This safety action/task typically will be continued throughout training.)

3.0103 Describe safety precautions to take with electrical uses in food service.
-Recognize overloading of circuits
-Describe the importance of grounding (3-wire power cords)

3.0104 Identify various safety devices typical to food service kitchens.

PERFORMANCE STANDARDS:

- Identify general safety awareness of food service work with emphasis on the kitchen environment and describe safety precautions for given situations to the instructor's standards.

SUGGESTED INSTRUCTION TIME: 12 Hours

RELATED TECHNICAL INFORMATION:

- Proper clothing for Food Service work

Addendum to Task 3.01

AVOIDING GENERAL ACCIDENTS

1. Wipe of spills from the floor immediately. Keep the floor clean and dry.
2. Establish a traffic flow pattern so that workers do not run into each other.
3. Load and balance food or dishes carefully on tray before picking up the tray.
4. Check pilot lights and burners before lighting the range, oven, or other appliances. Check to see that appliances and equipment have been turned off at the end of use or at the end of the day.
5. Handle electrical appliances with dry hands to avoid shock. Do not stand on wet floors or touch other appliances or water fixtures when handling electrical appliances.

Cincinnati Public Schools. Exploring Careers in Hospitality & Food Service, Bloomingham, IL: McKnight Publishing Company, p. 245, 1975.

UNIT	3.0	SAFETY IN FOOD SERVICE
TASK	3.02	IDENTIFY AND DEMONSTRATE EMERGENCY TREATMENTS

PERFORMANCE OBJECTIVE:

Given instruction and demonstration, first aid training materials, and simulated person needing first aid, identify the proper methods of administering first aid for cuts and burns, and suffocation from food materials lodged in the throat. Knowledge and performance must be to accepted Red Cross first aid standards and to the instructor's standards.

(NOTE: First aid for cuts and burns should be developed for treatment of others and self-treatment.)

PERFORMANCE ACTIONS:

3.0201	Identify typical first aid situations that might occur in the food service industry such as cuts, burns, and suffocation (from food material lodged in the throat).
3.0202	Identify/demonstrate the proper methods of avoiding cuts in food preparation work.
3.0203	Identify/demonstrate the proper methods of avoiding burns in food preparation.
3.0204	Identify/demonstrate first aid with minor cuts.
3.0205	Identify categories of burns (possible in kitchen). Identify/demonstrate first aid with burns.
3.0206	Demonstrate proper first aid for person experiencing suffocating from food lodged in throat.

PERFORMANCE STANDARDS:

- Identify/demonstrate proper first aid knowledge and performance for minor cuts and burns and for suffocating from food lodged in throat. First aid (Red Cross, etc.) standards apply.
- Instructor's standards applies.

SUGGESTED INSTRUCTION TIME: 6 Hours

Addendum to Task 3.02

AVOIDING CUTS

1. Wash sharp knives separately. Do not place them into dish water with other utensils/silverware.
2. Cut downward, not toward your hand when using a knife.
3. Use a board for cutting, dicing, and mincing.
4. Store knives with blades protected. Do not store them with other silverware.
5. "Throw away open tin cans and broken dishes at once." Wrap broken glass in newspaper before placing it in a garbage container to avoid injury to garbage pickup personnel.

AVOIDING BURNS

1. Use dry hot pads to handle hot pans and dishes.
2. On opening an oven, allow heat to escape before placing face and arms over oven.
3. Do not reach into oven. Instead, pull rack out toward you. Then, remove dish.
4. Avoid over filling a pan: "It may boil over or splatter out on you."
5. "Turn pan handles in so they do not get bumped off the range."
6. "In case of fire, follow these precautions:
    - If the fire occurs in a pan, put the lid on the pan to smother the fire. Do not pour water on a grease fire.
    - Use a fire extinguisher to put out a more severe fire.
    - If a person's hair or clothing catches on fire, smother the fire by rolling the person in a fire blanket or clothing.
    - Call the fire department."

Cincinnati Public Schools, *Exploring Careers in Hospitality & Food Service*, Bloomingham, IL: McKnight Publishing Company, p. 245, 1975.

UNIT 3.0 SAFETY IN FOOD SERVICE

TASK 3.03 MAINTAIN FIRE SAFETY PROCEDURES

PERFORMANCE OBJECTIVE:

Given instructions, orientation to different types of fires and fire extinguishing equipment, and simulated situations; explain typical steps to take when experiencing a fire; how to extinguish small fires to include class A, B, and C fires; and operation of typical fire extinguishing equipment.

PERFORMANCE ACTIONS:

3.0301 Identify fire hazards in food service work.

3.0302 Describe the different classes of fires.
- Class A
- Class B
- Class C

3.0303 Check:
- Fire exits
- Placement of fire extinguishers
- Working order of fire extinguishing equipment

3.0304 Explain/demonstrate (simulated) operation of fire extinguishing equipment.

PERFORMANCE STANDARDS:

- Identify fire hazards in food service work and how to deal with class A, B, and C types of fires.
- Demonstrate (by simulation or explanation) the operation of given fire extinguishing equipment.
- The instructor's standards applies.
- As applicable, fire codes, etc., apply.

SUGGESTED INSTRUCTION TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

- Discriminate when to classify a fire as controllable locally (by staff) and when to evacuate personnel (customers) and call the fire department
- Importance of fire exit codes
- Dangers of smoke

Addendum to Task 3.03

FIRE EXTINGUISHER
INSPECTION CHECKLIST

DIRECTIONS: Check the appropriate column to indicate whether the fire extinguisher placement and condition meet these criteria.

The fire extinguisher's	No	Yes
1. Location is proper and there are no obvious mechanical damage or corrosion.		
2. Safety seals have not been tampered with or used.		
3. Nameplate, gauge, or indicator is visible and readable.		
4. Weight indicates that it is fully charged (lift to determine or check gauge.		
5. Nozzle opening is free of obstruction.		
6. Gauge or indicator is in operable range.		

Student: ______________________________

UNIT 3.0 SAFETY IN FOOD SERVICE

TASK 3.04 IDENTIFY SAFETY HAZARDS INVOLVING SLIPS AND FALLS OR STRAINS FROM LIFTING

PERFORMANCE OBJECTIVES:

Given instruction, identify safety hazards and precautions that involve slips and falls in food service. Instructor's standards apply.

Given instruction, identify safety hazards and precautions to take when lifting.

PERFORMANCE ACTIONS:

3.0401 Identify typical causes of slips and falls in food service work.
- Spilled food and grease
- Tripping
- Over reaching
- Freshly mopped floors

3.0402 Identify typical causes of lifting injuries and precautions that should be taken.
- Overloaded trays
- Incorrectly lifting heavy objects
- Incorrectly carrying heavy objects

PERFORMANCE STANDARDS:

- Explain to the instructor's satisfaction the typical causes of slips and falls in food service work and the typical causes of lifting injuries and the safety precautions that should be followed to prevent injuries. The instructor's standards applies.
- OSHA standards apply.

SUGGESTED INSTRUCTION TIME: 6 Hours

Addendum to Task 3.04

PERSONAL CHECKLIST FOR SAFETY

DIRECTIONS: Check in the "No" or "Yes" blank besides each statement the practice you currently use in the lab (kitchen). Afterwards go back and circle the numbers of the statements which are examples of safety practices which you should follow.

No	Yes	DO YOU:
		1. Cut away from the body when using a knife.
		2. Attempt to catch a falling knife.
		3. Leave knives in the sink.
		4. Socialize while operating equipment.
		5. Know how to operate all equipment.
		6. Leave equipment while it is running.
		7. Keep hands out of the mixing bowl.
		8. Keep handles of cooking utensils turned away from the aisle (outside of stove).
		9. Report defective equipment.
		10. Avoid water when working around electrical appliances.
		11. Overload trays or stack them improperly.
		12. Place trays of dishes near the edge of the counter.
		13. Carry hot pans with a dry pot holder.
		14. Pick up broken dishes with fingers.
		15. Store cleaning cloths in a fire proof container.
		16. Make all room/table decorations fire proof.
		17. Remove electrical plugs by the plug and not by pulling the cord.
		18. Keep floors clean of spills.
		19. Keep the work area clean.
		20. Look where you are going and at what you are doing.

Student: ______________________________

Addendum to Task 3.04

IDENTIFYING AN UNSAFE LAB

DIRECTIONS: Use the suggestions below to identify unsafe situations in the laboratory.

	Yes	No
SINK		
- knife in water with other items	☐	☐
- marking on faucets covered	☐	☐
RANGE		
- handles turned toward aisles	☐	☐
- handles turned toward other heating units	☐	☐
- cloth near or touching burning unit	☐	☐
CABINETS		
- cabinet door ajar in aisle	☐	☐
- chair below cabinet where high items are stored	☐	☐
- shelf overstocked with items	☐	☐
AISLES		
- low rolling dolly in passageway	☐	☐
- spill on floor	☐	☐
- broom handle protruding	☐	☐
- cord extending out where it can be stepped on	☐	☐
COUNTERTOP		
- knife on counter	☐	☐
- broken item on top	☐	☐
- breakable items placed near edge	☐	☐
FLOORS		
- debris on floor	☐	☐
- spill on floor	☐	☐
- mop and bucket out for mopping, but area not blocked (warning sign)	☐	☐
ELECTRICAL CONNECTION		
- several small appliances and a multiple near an outlet (Don't use multiple plug in outlet)	☐	☐
- worn cord near outlet (Don't plug in outlet)	☐	☐
- electrical panel left open	☐	☐

CHEMICALS

- cleaning solutions stored near food items ☐ ☐
- pesticide containers left open ☐ ☐

DOORWAYS

- objects in passageway ☐ ☐
- one door locked ☐ ☐

SAFETY AND SANITATION SIGNS

- covered by some obstruction ☐ ☐
- too small to read even at short distances ☐ ☐

OTHER:

________________________________ ☐ ☐
________________________________ ☐ ☐
________________________________ ☐ ☐

Student identifying unsafe condition: ________________________
Name

Date: ________________

This form might be used as a checklist for training or made available in the training lab for students to identify unsafe situations for additional credit.

UNIT 4.0

SANITATION AND PERSONAL HYGIENE

NOTE: These tasks might be learned in part during an introduction to sanitation and in part as related training in the use of individual food service equipment items.

UNIT	4.0	SANITATION AND PERSONAL HYGIENE
TASK	4.01	INSPECT FACILITY FOR COMPLIANCE WITH HEALTH AND SANITATION LAWS

PERFORMANCE OBJECTIVE:

Given instruction, a food service area in which there may be violations of sanitation rules, and a checklist on which to report findings, inspect the area for violations of sanitation laws. The student's findings must agree with the instructor's findings.

PERFORMANCE ACTIONS:

4.0101 Review health and sanitation laws.

4.0102 Obtain a checklist from instructor. (Use State Department of Health Inspection report, if possible.)

4.0103 Inspect the food service area.

4.0104 Record findings in checklist.

4.0105 Review checklist with instructor's findings.

PERFORMANCE STANDARDS:

- Inspect a give food service area for acceptable health and sanitation standards (established by State Department of Health, etc.) and report findings on given checklist.
- Findings must match instructor's findings.

SUGGESTED INSTRUCTION TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

- See attached State Health Department Inspection Report.
- See:
  Rules and Regulations Governing Food Service Establishments, Columbia, SC: South Carolina Department of Health and Environmental Control, 1980.

  Installation Methods for Food Service Equipment, Columbia, SC: South Carolina Department of Health and Environmental Control, 1980.

South Carolina Department of Health and Environmental Control

Type of Inspection ____________________ Inspection report of food service establishments

Permit No. ____________
Type ____________

City, County or District	Name and Address of Establishment	Owner or Operator

Sir: Based on an inspection this day, the items marked below identify the violation in operation or facilities which must be corrected by the next routine inspection or such shorter period of time as may be specified in writing by the health authority. Failure to comply with this notice may result in immediate suspension of your permit (or downgrading of the establishment). An opportunity for an appeal will be provided if a written request for a hearing is filed with the health authority within the period of time established in this notice for the correction of violations.

Item		Pts.
1	**FOOD** * Source; sound condition, no spoilage	5
2	Original container, properly labeled	1
3	**FOOD PROTECTION** * Potentially hazardous and perishable food meets temperature requirements during storage, preparation, display, service, transportation.	5
4	* Facilities to maintain product temperature	4
5	Thermometers provided and conspicuous	1
6	Potentially hazardous food properly thawed	2
7	* Unwrapped and potentially hazardous food not re-served	4
8	Food protection during storage, preparation, display, service, transportation	2
9	Handling of food minimized	2
10	Storage of ice, ice cream, dispensing utensils; equipment, utensils clean, constructed, maintained.	1
11	**PERSONNEL** * Personnel with infections restricted	5
12	* Hands washed and clean, good hygienic practices	5
13	Clean clothes, hair restraints	1
14	**FOOD EQUIPMENT & UTENSILS** Food contact surfaces designed, constructed, maintained, installed, located	2
15	Non-food-contact surfaces: designed, constructed, maintained, installed, located	1
16	Dishwashing facilities: designed, constructed, maintained, installed, located, operated	2
17	Accurate thermometers, gauge cock (¼ " IPS valve)	1
18	Preflushed, scraped, soaked	1
19	Wash, rinse water: clean, proper temperature	2
20	* Sanitization rinse: clean, temperature, concentration, exposure time, equipment, utensils sanitized	4
21	Wiping cloths: clean, stored, restricted	1
22	Food-contact surfaces of equipment and utensils clean, free of abrasives, detergents	2
23	Non-food-contact surfaces of equipment and utensils clean	1
24	Storage, handling of clean equipment/utensils	1
25	Single-service articles, storage, dispensing, used	1
26	No re-use of single-service articles	2
27	**WATER** * Water source, safe: hot and cold under pressure	5
28	**SEWAGE** * Sewage and waste water disposal	4
29	**PLUMBING** Installed, maintained	1
30	* Cross-connection, back-siphonage, backflow	5
31	**TOILET AND HANDWASHING FACILITIES** * Adequate, convenient, accessible, designed, installed	4
32	Toilet rooms enclosed, self-closing doors, fixtures, good repair, clean: hand cleanser, sanitary towels/tissue/hand-drying devices provided, proper waste receptacles	2
33	**GARBAGE AND REFUSE DISPOSAL** Containers or receptacles: covered, adequate number, insect/rodent proof, frequency, clean	2
34	Outside storage area enclosures properly constructed, clean: controlled incinerator	1
35	**INSECTS, RODENT, ANIMAL CONTROL** * Presence of insect/rodents: outer openings protected, no birds, turtles other animals	4
36	**FLOORS, WALLS AND CEILINGS** Floors: constructed, drained, clean, good repair, covering installation, dustless cleaning methods	1
37	Walls, ceiling, attached equipment: constructed, good repair, clean surfaces, dustless cleaning methods	1
38	**LIGHTING** Lighting provided as required	1
39	**VENTILATION** Rooms and equipment vented as required	1
40	**DRESSING ROOMS** Rooms clean, lockers provided, facilities clean, located, used	1
41	**OTHER OPERATIONS** * Necessary toxic items properly stored, labeled, used	5
42	Premises and establishment maintained, free of litter	1
43	Complete separation from living/sleeping quarters	1
44	Clean, soiled linen properly stored	1

Rating Score of the Establishment Grade ________ *Critical Items Requiring Immediate Action	**RATING SCALE** 88-100 Points = A 78-87 Points = B 70-77 Points = C Less Than 70 Points = Permit Suspension	**FOLLOW-UP** Yes .... ☐ Date ____________ No .... ☐

Number of employees: M________ F________ Seating capacity________ Travel time________ Inspection time____________

Time allowed to correct violations________________________________

Remarks________________________________

____
____
____
____
____
____
____
____

Owner, Manager or other interviewed ________________ Date ________________ Health Authority ________________

DHEC-1722 Revised (15M - 7/80)

(White Copy) - Owner (Green Copy) - District Office (Yellow Copy) - County Health Department

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SOUTH CAROLINA DEPARTMENT OF HEALTH AND ENVIRONMENTAL CONTROL

Albert G. Randall, M.D., M.P.H.
Commissioner

Sims-Aycock Buildings
2600 Bull Street, Columbia, SC 29201

REQUIREMENTS FOR BUILDING

I. KITCHEN AREA

A. FLOOR: Sealed concrete, terrazzo, quarry tile (square recommended over broken) or vinyl tile (sheet recommended over square).
B. WALLS: Must be smooth, easily cleanable, light colored, and washable to a height of 5 feet. Materials such as sheetrock with epoxy, ceramic tile, and laminated plastics render acceptable finishes. Wall from 5-foot height to ceiling must be smooth and painted with a light colored enamel paint or equal finish.
C. CEILING: Must be smooth, easily cleanable, light colored, and washable. Sheetrock, laminated plastics, and approved acoustical tile products are suggested materials.
D. COVED JUNCTURE: Between wall and floor, a coved juncture must be present. A metal or monolithic base must be installed if water flushing is planned.
E. LIGHTING: Twenty (20) foot-candles of light in all work areas of kitchen.
F. HAND WASH: Must be located in immediate kitchen area.

NOTE: If a walk-in unit is to be installed, the following requirements apply:

A. All interior finishes and shelving of galvanized steel or equal.
B. Five (5) foot-candles of light throughout at 30 inches above floor.
C. A floor drain must be installed on exterior of cooler within 5 feet of entrance.
D. If distance from top of unit to ceiling is less than 2 feet, unit must be properly sealed to ceiling with approved material.
E. Provide an approved coved-juncture base on interior of cooler and exposed exterior of cooler and freezer.

II: RESTROOMS

A. FLOOR: Sealed concrete, terrazzo, quarry tile (square recommended over broken) or vinyl tile (sheet recommended over square).

B. WALLS: Must be smooth, easily cleanable, light colored, and washable to a height of 5 feet. Materials such as sheetrock with epoxy, ceramic tile, and laminated plastics render acceptable finishes. Walls from 5-foot height to ceiling must be smooth and painted with a light colored enamel paint or equal finish.

C. LIGHTING: Twenty (20) foot-candles of light in all areas of restrooms.

D. CEILING: Must be smooth, easily cleanable, and washable. Sheetrock, laminated plastics, and approved acoustical tile products are suggested materials. Any lay-in ceiling tile that can be easily replaced if soiled will be acceptable.

E. COVED JUNCTURE: Between wall and floor, a coved-juncture base must be present.

F. HAND WASH FACILITIES: A lavatory with hot and cold water and mixing faucet must be provided. Lavatory must be sealed to wall with a Silastic sealer. An approved soap (liquid or powder) dispenser and sanitary towel dispenser or an approved hand-drying device must be provided.

G. DOOR: Must be equipped with a self-closer.

H. VENTILATION: Mechanical ventilation is required. Suggest that exhaust fan and restroom lighting be operated by one switch.

III. STORAGE ROOM

A. FLOOR: Sealed concrete, terrazzo, quarry tile, vinyl or equal.

B. WALLS: Sealed construction.

C. CEILING: Sealed construction. Sheetrock and acoustical tile products are suggested materials.

D. COVED JUNCTURE: Must have a coved base between floor and wall.

E. LIGHTING: Five (5) foot-candles of light throughout at 30 inches above floor.

F. SHELVING: Must be at least 12 inches off floor. Storage room flats on 3-inch casters.

G. VENTILATION: Wall or ceiling vents should be installed as necessary to insure adequate ventilation.

IV. INSECT CONTROL

A. DOORS: All outside doors are to be equipped with self-closers and/or approved air curtains.

B. WINDOWS: All operable windows to be furnished with screens and/or approved air curtains. (Screens should be at least 16-mesh.)

V. CAN WASH AREA AND GARBAGE CAN STORAGE

A. CAN WASH: A 4' x 4' curbed cement structure which is sloped to a center drain; connected to sewage system and is equipped with hot and cold water through a mixing faucet with vacuum breaker. Facility should be so constructed as to be easily cleanable and properly protected by an awning or roof overhang if located on the outside of the building.

B. GARBAGE CAN STORAGE: Furnish either a concrete slab or a rack 12 inches off the ground to accommodate all needed garbage cans. Suggest railing around top of structure to prevent toppling of containers.

VI. EQUIPMENT INSTALLATION

A. All floor equipment must be installed by one of the following methods;
   1. Sealed to wall, floor, and other equipment.
   2. Placed on casters (at least 3-inch wheels).
   3. Placed at least 6 inches away from wall, 6 inches from floor, and 6 inches away from other equipment.
   4. Meet portable requirements (25 pounds or less).

B. All counter equipment must be installed by one of the following methods:
   1. Sealed to counter, wall, and other equipment or be properly spaced.
   2. Placed on 4-inch sanitary legs.
   3. Meet portable requirements (25 pounds or less).

VII. HOT WATER HEATER

Must be properly sized according to fixture demands to insure an adequate supply of 140°F. hot water at all times.

Gas and Electric Hot Water Recovery Rates:

1,000 BTU input will raise .84 gallons of water at 100°F. rise.
1,000 Watts (1KW) will raise 4.1 gallons of water at 100°F. rise.

GUIDELINES FOR HOT WATER CONSUMPTION

ITEM	GALLONS PER HOUR EACH
1-Compartment Vegetable Sink	25
2-Compartment Vegetable Sink	45
Single Sink	30
Triple Sink	90
Triple Sink (paper service only)	60
Pre-rinse Sink	45
Dishwasher (Final Rinse water consumption per hour depends on size of dishwasher used.)	
3-Compartment Bar Sink	30
Lavatory	5
Service Sink	20
Can Wash	20

VIII. GALVANIZED EQUIPMENT

Galvanized equipment is not recommended for use in food service establishments. Stainless steel or anodized aluminum products afford more desirable qualities and should be considered wherever possible.

UNIT	4.0	SANITATION AND PERSONAL HYGIENE
TASK	4.02	IDENTIFY BASIC SANITATION RULES WHEN HANDLING FOOD TO PREVENT DISEASE

PERFORMANCE OBJECTIVE:

Given instruction in sanitation fundamentals, describe how diseases spread by careless handling of food or lack of personal hygiene.

Identify and demonstrate preventative sanitation methods by which to prevent the possibility of spreading by careless handling of foods. Performance must meet instructor's standards.

PERFORMANCE ACTIONS:

4.0201 Identify food-borne diseases and typical causes.
- Botulism
- Salmonellas
- Staphylococcus

4.0202 Identify preventative sanitation methods to reduce dangers of food-borne diseases.

4.0203 List 10 basic sanitation rules when handling food. (Suggested rules attached.)

PERFORMANCE STANDARDS:

- Identify and demonstrate preventative sanitation methods by which to prevent disease when handling foods.
- Must meet instructor's standards and prevailing health department standards.

SUGGESTED INSTRUCTION TIME: 6 Hours

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SUGGESTED SANITATION RULES FOR HANDLING FOOD

1. Heat foods as quickly as possible and keep them hot, 140-degrees F or over.
2. Get foods cold as quickly as possible and keep them cold, 40-degrees F or below.
3. Keep foods covered as much as possible.
4. Wash all fresh fruits and vegetables.
5. Throw away any punctured or protruding cans of food.
6. Do not refreeze thawed meat, fish, or vegetables. (causes cellular breakdown and increases susceptibility to decay.)
7. Do not expose food to the danger temperature of 40-degrees to 140-degrees F for more than a three hour period.
8. Purchase only inspected meats.
9. Purchase pasteurized milk.
10. Cook pork thoroughly at 160-degrees F for cured pork and 170-degrees F for fresh pork.
11. Do not prepare too much food ahead.
12. Use caution in preparing leftovers.
13. If ever in doubt about any food, throw it away.
14. Check all fish and shellfish for freshness when they arrive (Standard: firm flesh, bright red gills, and clear eyes).
15. Dispose of garbage promptly.

These rules represent suggestions included in a number of publications.

UNIT 4.0 SANITATION AND PERSONAL HYGIENE

TASK 4.03 EXTERMINATE INSECTS AND RODENTS

PERFORMANCE OBJECTIVES:

Given instruction, tools and equipment, insecticide spray, cleaning solution, and cleaning cloths; exterminate insects so that the work area is sanitary and free of insects.

Given tools and equipment, bait, mouse/rat trap, cleaning solution, and cleaning cloths; exterminate rodents so that the work area is sanitary and free of rodents.

PERFORMANCE ACTIONS:

4.0301 Exterminate insects:
  a. Discard infested ingredients
  b. Remove all supplies from infested area
  c. Sweep site of infestation
  d. Spray insecticide along baseboards and in corners
  e. Sweep/vacuum dead insects, and discard insects
  f. Wash sprayed areas
  g. Discard cleaning cloths
  h. Empty buckets and clean them
  i. Return tools and equipment to storage

4.0302 Exterminate rodents:
  a. Locate rodent's point of entry, if possible
  b. Seal up point of entry
  c. Bait trap
  d. Set trap
  e. Check trap
  f. Replace bait, if necessary
  g. Discard trap and dead rodent, if trapped

4.0303 Clean area and reset traps, as necessary.

4.0304 Prevent infestation of insects and rodents by proper sanitation.

PERFORMANCE STANDARDS:

- Inspect for insects and rodents and describe the necessary steps to exterminate insects and rodents. Instructor's standards applies (Health Department Standard).

UNIT 4.0 SANITATION AND PERSONAL HYGIENE

TASK 4.03 EXTERMINATE INSECTS AND RODENTS (Con't.)

SUGGESTED INSTRUCTION TIME: 1 Hour

RELATED TECHNICAL INFORMATION:

- Using services to exterminate pests
- Proper sanitation to prevent infestation

(NOTE: This two part task is taught for familiarization only and the use of service businesses to exterminate insects and rodents is included. While the tasks may be done in some situations, primarily they will be done by service companies.)

UNIT	4.0	SANITATION AND PERSONAL HYGIENE
TASK	4.04	MAINTAIN CLEAN AND SANITARY FOOD PREPARATION, SERVICE, AND STORAGE AREAS

PERFORMANCE OBJECTIVE:

Given instruction, maintain sanitary and clean food preparation, customers service and storage areas meeting State Department of Health and instructor's standards.

PERFORMANCE ACTIONS:

4.0401 Maintain preparation areas:
1. Remove litter.
2. Clean counter surface.
3. Store supplies.
4. Transport soiled utensils to washing area.
5. Clean floors and fixtures.
6. Clean employee restrooms.
7. Clean grease filters.

4.0402 Maintain customer service areas:
1. Vacuum/sweep floors.
2. Mop floors/shampoo carpet.
3. Dust.
4. Clean walls, woodwork, and fixtures.
5. Empty trash containers and clean.
6. Clean and stock restrooms.

4.0403 Maintain storage areas:
1. Store incoming stock in appropriate areas.
2. Accept and check deliveries.
3. Arrange stored items in approved manner.
4. Clean and straighten storerooms.
5. Clean refrigerators and freezers.

PERFORMANCE STANDARDS:

- Maintain food service preparation, customer service, and storage areas in a clean and sanitary condition, meeting State Department of Health and instructor's standards.

SUGGESTED INSTRUCTION TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

- Recognize basic types of cleaning agents used in commercial kitchens and typical procedures for cleaning.

CLEAN SURFACES

Given instruction, tools, equipment, surface to clean, cleaning solution; clean the surface so that it is free of soil, grease, and spillage and is free of streaks, stains, or spots, and exhibits a glossy appearance, as applicable.

STAINLESS, ALUMINUM, CAST IRON
- Remove heavy soil/spillage
- Prepare cleaning solution according to type of metal
- Scrub surface
- Rinse
- Wipe dry

FORMICA
- Brush away loose soil
- Scrub surface (Not with abrasive)
- Rinse
- Remove excess water
- Wipe dry

WOOD
- Vacuum/brush away loose soil
- Remove marks or stains
- Wash surface
- Rinse
- Wipe dry
- Shine surface

MARBLE
- Vacuum/brush away loose soil
- Scrub surface
- Rinse
- Air dry

TILE
- Vacuum/brush away loose soil
- Remove stains/marks/soil
- Clean grouting
- Rinse
- Wipe dry

PAINTED
- Wipe/dust painted areas
- Remove marks, stains
- Wash surface
- Rinse
- Wipe dry

GLASS
- Clean glass frame
- Clean glass
- Rinse
- Remove excess water
- Wipe dry

PORCELAIN ENAMEL
- Apply stain/rust remover, if necessary
- Wash
- Rinse and dry

UNIT 4.0 SANITATION AND PERSONAL HYGIENE

TASK 4.05 CLEAN AND MAINTAIN FOOD PREPARATION/SERVICE EQUIPMENT

PERFORMANCE OBJECTIVE:

Given instruction, cleaning supplies, and food service equipment to clean and maintain; clean given equipment at the end of its use or at the end of the day.

PERFORMANCE ACTIONS:

4.0501 Dismantle and/or clean equipment.

4.0502 Reassemble cleaned equipment.

4.0503 Report needed repairs to person responsible for repairs.

4.0504 Order repairs and/or replacement parts.

PERFORMANCE STANDARDS:

- Given food service (commercial cooking) equipment to clean and maintain, perform the proper cleaning and maintenance service to the equipment meeting given standards or standards of the instructor (manufacturer).

SEE ATTACHED ADDENDUMS A AND B FOR STANDARDS.

SUGGESTED INSTRUCTION TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

- Manufacturer's instruction manuals, as applicable.

STANDARDS FOR CLEANING EQUIPMENT

(As applicable, superseded by instructor's standards)

The standard is to clean after each use or at the end of the work day.

Equipment	Methods of Cleaning	Materials Used
BAKE OVEN	1. Clean outside of cool oven.	For outside: Light oil or damp cloth
	2. Clean steel shelves.	For shelves: An abrasive and dry cloth or mop
	3. Wipe heat control with damp cloth. Do not loosen dials.	Soft brush and fine abrasive powder
	4. Clean thermometers.	
BROILER	1. Remove grid and drain pan. Clean, wash, rinse thoroughly, and dry after each use.	Hot water, mild soap, and steel wool or abrasive powder
	2. Wash outside, rinse, and dry.	
	3. Wipe with oiled cloth.	
	4. Clean grease pan. Wash and dry.	
COFFEE URN	1. Drain after each meal.	Clear, hot water
	2. Rinse thoroughly.	If discolored inside, use fine abrasive powder or baking soda
	3. If bag is used, rinse and let stand in cold water after each use.	For gauges: Special brush
	4. Clean gauges and faucets daily.	
	5. Wipe outside surfaces.	
	6. Clean urn bottom frequently.	
DISHWASHING MACHINE	1. Remove strainer pans, wash, and stack outside machine until next use.	Any form of nonsuds detergent suited to water hardness
	2. Add compound to clean water in empty machine, run for one minute. Rinse. A hose is convenient to flush corners.	
	3. Scrub inside frequently with stiff brush.	
	4. Remove and clean the wash and rinse arms and jets daily to remove foreign particles.	
	5. Wash tables and top of machine.	Water and mild soap; acid bath as recommended by manufacturer
	6. Clean nozzles.	
	7. Special periodic cleaning in hard-water area.	
FRYER, DEEP FAT	1. Drain off fat and strain out sediment.	Detergent, vinegar
	2. Fill with water and detergent and boil. Drain.	For outside: Grease solvent or mild soap
	3. Fill with water, one cup vinegar and boil.	
	4. Rinse, dry, wipe off outside of fryer.	

Addendum A to Task 4.05

Equipment	Methods of Cleaning	Materials Used
GRINDER AND OTHER ATTACHMENTS	1. Remove disk and nut. 2. Remove grinding or cutting part. 3. Wash. 4. Rinse. 5. Dry thoroughly.	Warm water and mild soap or other detergent
MEAT DELICATOR	1. Remove slide and protector and wash thoroughly after each using. 2. Remove and wash stainless steel blades under running water, using brush to remove all soil between knifelike prongs immediately after using. 3. Wash outside of machine after each using. 4. Weekly, or as required, remove entire casing of machine and brush off parts enclosed.	Hot water and mild soap
MIXER	1. Use rubber scraper if necessary, and wash bowl and beaters immediately after using. 2. After mached potatoes, egg mixtures, of flour batters, rinse bowl and whips with cold water before washing with warm water. 3. Dry beaters and bowls thoroughly and hang up. 4. Wipe machine, including shaft, with cloth.	Warm water and mild soap
PEELER	1. Flush out inside or peeler each time after use. 2. Remove disk, scrub disk and sides with stiff brush. Rinse base thoroughly. 3. Empty and clean the peel trap after each use. 4. Wipe outside of machine with damp cloth.	Water
RANGE	1. Remove all burnt sediment and wipe grease from top of range after each using. 2. Scrape grease from cracks and openings and hinges. May use wire brush. 3. When cool, wash top of range. Dry well. 4. Run oiled cloth over top of range. 5. Clean oven by removing grates, scrapping off food deposits, washing, and drying. 6. Keep burners clean. If removable, soak, boil, scrub with stiff brush, rinse and dry (gas). Clean with brush only (electric). 7. Before replacing burners, rub with oiled cloth.	Hot water, mild soap Fine abrasive powder Water containing washing soda Kerosene
SLICER	1. Clean immediately after using, especially after slicing vegetables and fruits. 2. Remove all parts to clean. 3. Clean knife with damp cloth, dry. Cover with oil. 4. Wash carriage slides thoroughly. 5. Wipe outside with cloth. 6. Clean table or pedestal under slicer. 7. Replace guard after cleaning.	Tasteless, colorless oil Hot water and mild soap

Equipment	Methods of Cleaning	Materials Used
STEAMER	1. Remove racks or shelves and clean drains. 2. Wash inside of cooker daily. 3. Wash outside regularly. 4. Blow out mud leg several times daily during operation. Clean strainer as required.	Water and fine abrasive powder
TOASTER	1. Wipe off all crumbs around toaster after each use. 2. Clean crumb tray after each use. 3. Brush operating parts. 4. Wipe outside with damp cloth.	Soft brush Water
WAFFLE IRON	1. Wipe baking surfaces frequently during use. 2. Brush out grids. 3. Place damp cloth between grids overnight (weekly, if iron is used daily). 4. Brush grid. Reseason by brushing waffle iron with oil, closing, and heating for five minutes.	Brush recommended by manufacturer Dampen cloth with amonia

The above recommendations are taken primarily from a number of publications including:

Hatchett, Melvin S., Food Service Management, Austin, TX: The University of Texas, 1975.

Catalog of Performance Objectives and Performance Guides for the Food Area of the Homemaker Project (V-TEC), Lexington, KY: University of Kentucky, ca 1978.

Addendum B to Task 4.05

STANDARD FOR CLEANING STATIONARY EQUIPMENT

See: *(V-TEC) Catalog of Performance Objectives and Performance Guides for the Food Areas of the Homemaker Project*, Lexington, KY: ca 1978, pp. 4-16. (Superseded by instructor's or manufacturer's standards.)

1. Clean exhaust fan so it is free of grease, etc. p. 4
2. Clean interior and exterior of kitchen cabinets so they are free of dust, fingerprints, grease, and crumbs. p. 5
3. Clean outdoor cooking equipment so it is free of baked-on food, food particles, grease, and ashes. p. 7
4. Clean ovens of grease, baked-on food, and oven cleaner. Clean standard self-cleaning (pyrolytic), continuous cleaning (catalytic), and microwave ovens, as applicable. pp. 8-9
5. Clean range and drip pans or grease and baked-on parts. Replace all loose parts removed p. 10
6. Clean freezer so that the unit is free of frost and ice, clean on the inside and outside, and the loose shelves, trays, and baskets are clean and in place. p. 15
7. Clean refrigerator of dust, grease, and food particles. p. 16

UNIT 4.0 SANITATION AND PERSONAL HYGIENE

TASK 4.06 WASH DISHES (USING DISHWASHER MACHINE OR BY HAND)

PERFORMANCE OBJECTIVE:

Given instruction, cleaning supplies and equipment/machine, soiled dishes and utensils; wash the dishes, glasses, and utensils, by established procedures meeting the instructor's standards. Dishwashing machine operation must be according to manufacturer's or industry standards, meeting the minimum temperatures established for proper sanitation.

PERFORMANCE ACTIONS:

4.0601 Sort soiled tableware.

4.0602 Dispose of waste.

4.0603 Rinse soiled tableware.

4.0604 Rack dishes for dishwasher.

4.0605 Operate dishwasher according to given instructions.

4.0606 Return cleaned dishes to storage or serving areas.

4.0607 Clean work area.

4.0608 Clean machine.

PERFORMANCE STANDARDS:

- Wash/clean soiled food service dishes, utensils, and glasses following given procedures and meeting State Department of Health and industry or instructor standards. Dishwashing machines and work areas must be left clean. Dishes, glasses, and utensils must be properly stored.
- No food particles must be evident on dishes or utensils and washed items must be free of grease residue.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 4.0 SANITATION AND PERSONAL HYGIENE

TASK 4.06 WASH DISHES (USING DISHWASHER MACHINE OR BY HAND) (Con't.)

RELATED TECHNICAL INFORMATION:

- Observe minimum temperatures in dishwashing machine:
    - Wash water: 140-160 degrees F
    - Power rinse: 170 degrees F
    - Final rinse: 180-190 degrees F
- Demonstrate how to clean dishwashing machine
- Identify detergent or drying agents for dishwashing machines
- Need to know "correct way" to wash dishes by hand. (Using 3 compartment sink)

UNIT 4.0 SANITATION AND PERSONAL HYGIENE
TASK 4.07 WASH POTS, PANS, AND UTENSILS

PERFORMANCE OBJECTIVE:

Given equipment and supplies, and pots/pans/utensils to be cleaned, wash the pots/pans/utensils so that no soil or grease remains. The washed items must be to the instructor's standards.

PERFORMANCE ACTIONS:

4.0701 Fill sink with water. (Minimum temperatures)

4.0702 Add detergent.

4.0703 Imerse pots/pans/utensils.

4.0704 Scrub.

4.0705 Rinse. (Observe proper temperature)

4.0706 Drain/dry.

4.0707 Release water from sink.

4.0708 Clean sink.

4.0709 (Use automatic pan washer method if unit is available.)

PERFORMANCE STANDARDS:

- Wash pots/pans/utensils according to accepted procedures meeting the instructor's standards with no soil or grease remaining on the items.

SUGGESTED INSTRUCTION TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

- Choosing cleaning agents

UNIT 4.0 SANITATION AND PERSONAL HYGIENE

TASK 4.08 DEMONSTRATE PROPER PERSONAL HYGIENE IN TRAINING

PERFORMANCE OBJECTIVE:

Given instruction, demonstrate proper personal hygiene to standards outlined by instructor.

(NOTE: This task performance may be integrated with personal characteristics of food service workers.)

PERFORMANCE ACTIONS:

4.0801 Exhibit a positive attitude toward "good" personal hygiene practices as recommended by the instructor.

4.0802 Identify personal hygiene practices as recommended by the State Health Department, the Restaurant's Owner's Association, and the instructor.

4.0803 Demonstrate the proper personal hygiene in food service training.

PERFORMANCE STANDARDS:

- In food service training situation, demonstrate proper personal hygiene attitude and performance to the standard recommended by the South Carolina Health Department, and the instructor.

SEE PERSONAL GROOMING CHECKLIST ATTACHED.

SUGGESTED INSTRUCTION TIME: 2 Hours

RELATED TECHNICAL INFORMATION:

- South Carolina State Department of Health hygiene requirements.

Addendum to Task 4.08

PERSONAL GROOMING CHECKLIST

	UNSATISFACTORY	SATISFACTORY
1. HEAD		
(A) Hair cut (short for Food Service) Hair combed.		
(B) No dandruff.		
(C) Head, neck, and ears clean.		
(D) Hair not greasy.		
2. FACE		
(A) Clean shaven.		
(B) Clean teeth.		
(C) Clear, clean complexion.		
3. HANDS		
(A) Washed clean with soap and water.		
(B) Nails clean.		
(C) Nails trimmed fairly close.		
4. BODY ODOR		
(A) Fresh.		
(B) Don't use excessive perfumes.		
5. POSTURE		
(A) Stand erect.		
(B) Do not slouch at any time.		
(C) Head up and shoulders back.		
6. DRESS		
(A) Appropriate clothes, worn correctly.		
(B) Clothes clean.		
(C) Clothes fit properly.		
(D) Shoes shined.		

Suggested personal hygiene in daily work procedures.

- Use soap and water to keep hand clean, especially after visiting the washroom.
- Keep fingers out/off of food and clean utensils.
- Don't work around food if you have open cuts or sores.
- Do not cough, spit, sneeze, or smoke near food or food containers.
- Stay at home if you are sick.

This checklist and the suggestions were taken from:

Haines, Robert G., Food Preparation for Hotels, Restaurants, and Cafeterias, Alsip, IL: American Technical Publishers, p. 9-10, 1973.

Addendum to Task 4.08

INSPECTION FORM
FOOD HANDLING ESTABLISHMENT

Establishment ____________________ Date ________________________________

Manager (Student):_______________ Inspector (Student):_________________

DIRECTIONS: Using this form, inspect the food handling establishment and give a rating from the possible points indicated.

	Unsatisfactory/ Needs Improve./ NO	Satisfactory/ Acceptable/ YES
Floors:		
1. constructed tightly and in good repair	☐	☐
2. clean and no ragged linoleum	☐	☐
Walls and Ceilings:		
1. smooth material of tight construction; good repair	☐	☐
2. painted	☐	☐
3. clean and free from excessive decoration	☐	☐
Doors and Windows:		
1. outside openings with effective screens	☐	☐
2. self closing doors	☐	☐
Lighting:		
1. illumination adequate	☐	☐
2. sufficient outlets properly located	☐	☐
Ventilation:		
1. adequate	☐	☐
2. clean and in good repair	☐	☐
Toilet Facilities:		
1. toilets not entered through kitchen	☐	☐
2. doors self-closing	☐	☐
3. ventilation	☐	☐
4. illumination	☐	☐
5. clean and in good repair	☐	☐
Storage and Handling of Ice:		
1. machines clean and in good repair	☐	☐
2. ice dispenses with scoops	☐	☐

Lavatory Facilities:

1. adequate, convenient to kitchen and toilets	( )	( )
2. clean and in good repair	( )	( )
3. warm water with combination supply faucet	( )	( )
4. individual towels	( )	( )
5. ventilation and illumination	( )	( )

Construction of Utensils and Equipment:

1. easily cleanable with no breaks, chipped enamel, or corrosion	( )	( )
2. no rusty or bent silverware	( )	( )
3. smooth tables, shelves, and counters	( )	( )

Storage Space:

1. clean	( )	( )
2. no unnecessary articles	( )	( )
3. contents neatly arranged and stored above floors	( )	( )

Cleaning of Equipment and Utensils:

1. clean cases, fountains, counters, shelves, tables, sinks, refrigerators, hoods, etc.	( )	( )
2. clean cloths used by employees	( )	( )
3. cooking utensils adequately cleaned routinely (at end of use or day)	( )	( )
4. adequate sink of smooth construction with drainboards, splash-back protection, hot and cold water piped to each vat	( )	( )

Storage and Handling of Utensils and Equipment:

1. no handling of contact surfaces	( )	( )
2. stored in clean place protected from flies, splash, dust, etc.	( )	( )

Disposal of Wastes:

1. liquid waste disposed of in an approved manner	( )	( )
2. garbage in standard cans with tight lids and removed frequently	( )	( )
3. other trash and rubbish in suitable receptacles	( )	( )

Protection of Food:

1. perishable food stored below 45° F or held above 140° F	( )	( )
2. all food clean, wholesome, free from adulteration and spoilage	( )	( )
3. food kept under cover	( )	( )

4.	no unnecessary handling of cooked food	☐	☐
5.	no animals, fowls, rodents, roaches, etc.	☐	☐
6.	apparent flies under control	☐	☐
7.	floor cleaning only after closing or between meals by dustless method	☐	☐

Requirements for Employees:

1.	clean coats and caps, or special dress	☐	☐
2.	hands clean	☐	☐
3.	good food-handling practices used	☐	☐

Overall General Appearance:	☐	☐

Possible Points = 48

Rating (Add up total checks
in right column = ___

Interpretation:

48 = 100% = Competency Level 4
43 = 90% = Competency Level 3
38 = 80% = Competency Level 2
37 = 70% = Competency Level 1
36 or less = Competency level 0

Addendum to Task 408

EQUIPMENT CLEANING CHECKLIST

DIRECTIONS: Check the appropriate column to indicate whether acceptable procedures were used (appropriate performance).

Did the learner do each of the following correctly?	No	Yes
1. Reviewed or asked for needed instructions before starting.		
2. Turned off or disconnected fuel sources, if necessary.		
3. Used the right cleansers and cleaning utensils.		
4. Waited appropriate time needed for cleansers to work.		
5. Removed appropriate parts of equipment, as necessary.		
6. Removed all food or dirt particles, placing it in proper containers.		
7. Soaked or prewashed parts, if necessary.		
8. Used appropriate cleaning methods.		
9. Cleaned both interior and exterior, as necessary.		
10. Cleaned difficult to get at places.		
11. Cleaned all parts thoroughly.		
12. Took appropriate safety precautions.		
13. Reassembled all parts correctly.		
14. Reconnected fuel sources, as necessary.		
15. Returned cleaning supplies to appropriate place.		

Student: ______________________________

Addendum to Task 408

GUIDELINES FOR FOOD AND SUPPLIES STORAGE

DIRECTIONS: Use the guidelines to determine if the laboratory (kitchen) food and supplies are stored properly.

Yes	No		
		1.	Separate food into cold and dry storage.
		2.	Dry storage should be dry, well ventilated, out of direct sunlight, and maintained at a temperature of 55-65 degrees F.
		3.	Dry storage shelves should be eight inches off the floor and made of metal (wood often is used in training facilities). Dry storage shelves arranged to:
			a. provide circulation of air
			b. provide distribution
			c. provide ample space to avoid stacking
		4.	Perishable foods should be stored at 38-40 degrees F.
		5.	Basic requirements for refrigeration are:
			a. good air circulation
			b. relative humidity
			c. temperature regulated
			d. good cleaning practices
			e. adaptability
		6.	Cleaning supplies must be separated from food items.
		7.	Storage of all food and supplies must follow health and safety regulations established by state and federal laws.

Student: ____________________

UNIT 5.0

PRINCIPALS OF FOOD PREPARATION

UNIT 5.0 PRINCIPLES OF FOOD PREPARATION

TASK 5.01 METHODS OF COOKING

PERFORMANCE OBJECTIVE:

Given instruction concerning the basic methods of cooking, foodstuff requiring cooking, menus or sample situations for which to cook; identify and demonstrate the best method of cooking given foods. The method chosen must be in agreement with that method selected by the instructor or must meet the instructor's standards proper procedures of preparation must be followed, and the cooked product must meet the instructor's standards.

PERFORMANCE ACTIONS:

5.0101 Distinguish between dry, moist, a frying and sauteing method of cooking.

5.0102 Identify typical methods of commercial cooking:
- baking
- brazing
- steaming
- cooking in liquid
- sauteing
- frying
- grilling

5.0103 Demonstrate proper procedures of various methods of cooking following standards of text or instructor.

(NOTE: Addendem sheets attached to specify methods and procedures of cooking (superseded by instructor's standards.)

PERFORMANCE STANDARDS:

- Identify and demonstrate the best method of cooking given foods.
- Distinguish between methods available and select the method best suited for given foodstuff and desired end product.
- Method chosen must be in agreement with the instructor's choice or meet the instructor's standards.
- End product must meet industry standards for appearance and appetite appeal.

SUGGESTED INSTRUCTION TIME: 30 Hours

RELATED TECHNICAL INFORMATION:

- Safety
- Utensils and equipment use
- Seasoning
- Oven, stove, grill, electric pan, etc., use

METHODS OF COOKING

1. Distinguish between the following cooking methods:

DRY HEAT--Roasting, broiling, panbroiling.
MOIST HEAT--Braising, steaming, boiling (cooking with water).
SAUTEING OR FRYING--Pan frying in shallow grease or deep fat frying.

2. Identify:

BAKING--Dry hot air cooking.
- Using still or circulating air.
- In open or closed oven.
- Baking range 250-500 degrees F.
- Called "roasting" with meats.
- Typical foods include breads, pies, cakes, cookies, vegetables, meats, and fish.

BRAISING--Using a small amount of liquid (fat, stock, water, etc.) to slowly cook vegetables or meats.
- Meats typically are browned prior to cooking.

STEAMING--Cooking with or without pressure.
- May be used in conjunction with other cooking methods or by itself.

COOKING IN LIQUID--Cooking food covered with water (liquid).
- Boiling; parboiling (incomplete boiling).
- Simmering: food kept just below boiling (+/-200 degrees).
- Stewing: using liquids from foods being cooked and a covered pan.

SAUTEING--Cooking by contact with a hot surface, with little fat (butter or fat) to prevent sticking.
- (In panbroiling, no fat is used; in saute, a little fat is used).

GRILLING--Cooking uncovered on a griddle or in a pan with control of temperature and time. Typical foods are eggs, pancakes, and hamburger patties.

FRYING--Deep-fat (French) and pan (shallow), and oven frying.
- Deep-fat frying: completely covering food with hot fat. Meats usually are breaded.
- Shallow pan frying: Frying using a small amount of fat (+/- 1/2 inches).
- Oven frying: Uses less fat than other methods and most often is used with potatoes, fish, and chicken.

Addendum B to Task 5.01

DEMONSTRATE METHODS OF COOKING

1. Roasting:

   - Season (salt, pepper) for penetration.
   - Place meat in oven fat side down.
   - Brown meat thoroughly (at about 375 degrees F) Do not sear meat.
   - Add rough garnish when meat is browning to flavor roast and gravey.
   - Add water only when necessary to prevent evaporation of drippings.
   - Do not cover roast (covering will make a pot roast by eliminating the dry heat).
   - Roast at +/-325 degrees F.
   - Turn the roast (normally only once) so it will rest on its natural rack (arched rib bones). Do not place fork in roast.
   - Baste often.

2. Broil:

   - Turn flame or heat to highest point.
   - Marinate item in oil and season (hold salting of meat).
   - Place item on hot broiler (fat side facing out of meat).
   - Broil until top of item is brown.
   - Turn item and continue browning (turn item only once).
   - Do not pierce meat (drain juices).
   - Serve item hot.

3. Panbroiled:

   - Season item (meat).
   - Place meat in saute pan.
   - Do not cover (because of steam).
   - Cook at moderate temperature.
   - Brown one side, then turn item and brown other side.
   - Pour off any fat appearing in saute pan (fat left in pan results in sauteing rather than panbroiling).
   - Do not add liquid (adding liquid results in braising not panbroiling) Keep pan as dry as possible.
   - Cook until item is done

4. Braise:

   - Place meat in braising pot.
   - Season.
   - Brown meat thoroughly.

- Add liquid (to just cover meat).
- Cover braising pot (to contain flavor and cook meat evenly).
- Cook continually on range or in oven. Keep braiser covered.
- Cook at low temperature (250 degrees F +/-).
- Cook until meat is tender.

5. Cook in liquid:

- Cover item with liquid.
- Season.
- Do not cover pot (covering shortens cooking time and stock becomes cloudy, item may not be as firm when sliced).
- Add enough garnish for flavor.
- Simmer item at about 200 degrees F.

6. Stew:

- Cut meat into uniform pieces (cubes).
- Season.
- Brown meat, if desired.
- Cover meat with liquid (stock or water).
- Cover stewing pot (to reduce cooking time and preserve flavor).
- Cook at low temperature (+/-250 degrees F).
- Add vegetables (cooked or uncooked depending on product desired).
- Cook until tender and attractive appearance.

7. Saute (pan fry):

- Season.
- Pass through flour, if desired.
- Do not cover (covering will cause steam).
- Brown meat in small amount of fat on one side (heat grease prior to placing in pan).
- Turn and brown (golden) second side.
- Cook at moderate temperature for crispness and eye-appeal.

8. Fry in deep fat:

- Turn on kettle and set thermostate at 350 degrees F.
- "Bread" item, as applicable.
- Shake item when placed in fry basket to remove breading and lower basket into hot fat.
- Fry until item is golden brown.

- Drain off excess grease so item will be crisp and more digestible.
- Clarify fat, (if applicable).

9. Bake:

- Prepare item (vegetables) for baking.
- Bake vegetables until they are slightly soft following recommended temperature and time.

10. A. Boil fresh item:

- Prepare item (fresh vegetables) for boiling.
- Cook in amounts not to exceed 10 pounds of prepared raw fresh vegetables.
- Cook vegetables by simmering until just tender. Follow exact cooking time.

B. Boil frozen item:

- Thaw at room temperature or in refrigerator overnight, as applicable.
- Cook in amounts no larger than 10 pounds.
- Add 1 teaspoon of salt per quart of water used.
- Add vegetables to boiling water, adjust temperature to return water/vegetables to boil.
- Begin timing when vegetables start to boil.
- After cooking, drain part of liquid, add butter/ margarine.

11. A. Steam fresh item:

- Prepare item (vegetable).
- Place in steamer, according to directions.
- Cook according to standard (directions).
- After cooking, drain off part of liquid, add butter/ margarine; add salt, if desired.

B. Steam frozen item:

- Thaw item.
- Cook frozen item according to recommendations/standards.
- After cooking, add butter/margarine; add salt, if desired.

12. Baking:

- Prepare foodstuff, adjust standard recipe as necessary.
- Preheat oven.
- Follow baking instructions in recipe book, etc., adjust standard recipe time, etc., as necessary.

Sources include: Haines, Robert G., Food Preparation for Hotels, Restaurants, and Cafeterias, Alsip, IL: American Technical Publishers, Inc., pp 48-67, 1981, as well as V-TEC Catalogs and competency-based materials developed by other educational institutions.

UNIT 6.0

TERMINOLOGY IN FOOD PREPARATION AND SERVICE

UNIT	6.0	TERMINOLOGY IN FOOD PREPARATION AND SERVICE
TASK	6.01	USE STANDARDIZED TERMS IN FOOD PREPARATION

PERFORMANCE OBJECTIVE:

Given instruction, use standardized food preparation terms to describe the utensils, foodstuff, food products, and standardized procedures in food preparation with 90 percent accuracy initially and 100 percent at the end of training.

PERFORMANCE ACTIONS:

6.0101 Correctly identify and use terms for:
- Cleaning
- Cutting
- Measuring
- Assembling
- Cooking
- Small kitchen utensils or equipment

6.0102 Use the terms with 100 percent accuracy at the end of the training period (completion of 2nd year).

PERFORMANCE STANDARDS:

- Define and use correctly the terminology for cleaning, cutting, measuring, assembling, cooking etc., in food service preparation.
- 100 percent accuracy at end of second year of training.

SUGGESTED INSTRUCTION TIME: 29 Hours

POSSIBLE INSTRUCTIONAL ACTIVITIES:

- Students define and use terms by a weekly developmental plan or as new food preparation topics are introduced.
- Students develop notebook of given terminology.

Addendum to Task 6.01

SUGGESTED STANDARD FOR TERMS

CLEANING TERMS

CHILL-to refrigerate.
RINSE--to hold under cool running water or dip into clean standing water to remove loose dirt particles.
SCRUB--to use a vegetable brush to clean the outside of a vegetable such as a potatoe.
SOAK-to put food in enough liquid to cover for a certain length of time.

CUTTING TERMS

BREAK--to devide lettuce or other salad greens into pieces.
CORE--to remove the seeds and the core or an apple.
CUBE--to cut into pieces of uniform size.
CUT--Cut-to divide food into small pieces.
DICE--to cut into cubes.
GRATE--to rub food, such as lemon or orange peel, against a grate to obtain fine particles.
GRIND--to put food through a food chopper, sometimes called a meat grinder.
JULIENNE--to cut or chop into matchstick size pieces.
MASH--to pulverize by pressing and working with a wire or flat-headed utensil.
MINCE--to cut or chop into very small pieces.
PARE--to cut off the outside covering, using a knife.
PEEL-to strip off the outside covering without using a knife.
POUND--to beat meat with a mallet or the edge of a saucer to break the connective tissue and make the meat more tender.
SHRED--to cut into narrow strips with a knife or shredder.
SLICE--to cut across in flat pieces.
TEAR--to pull salad greens into pieces.
WEDGE--to cut into the shape of a wedge. This means that each piece is thick at one end and thin at the other.

Addendum to Task 6.01

SUGGESTED STANDARD FOR TERMS (Con't.)

MEASURING TERMS

SIFT--to separate into fine particles with a sieve.

PACK--to push food material firmly down in the measuring cup.

LEVEL OFF--to move the level edge of a spatula across the top of a container, scraping away the excess.

SOFTEN--to let better, margarine, or shortening stand at room temperature until it is soft enough for measuring or use in a recipe.

MEASURING SPOONS--set of spoons used to measure small quantities of ingredients. Set usually contains 1/4 teaspoon, 1/2 teaspoon, 1 teaspoon, and 1 tablespoon.

LIQUID MEASURING CUPS--glass or plastic see-through cups marked at 1/4, 1/3, 1/2, 2/3, 3/4, and one cup.

SOLID AND DRY INGREDIENT MEASURING CUPS--nested cup set that contains 1/4 cup, 1/3 cup, 1/2 cup, and 1 cup.

CHART OF EQUIVALENT MEASURES

3 teaspoons = 1 tablespoon
4 tablespoons = 1/4 cup
1 cup = 1/2 pint or 8 liquid ounces
4 cups = 1 quart
16 cups = 1 gallon

COMMON ABBREVIATIONS

t. = teaspoon
T. = tablespoon
c. = cup
pt. = pint
qt. = quart
gal. = gallon

SUGGESTED STANDARD FOR TERMS (Con't.)

ASSEMBLING TERMS

BEAT--to make a mixture smooth using an up and over motion with a spoon or using a rotary or electric beater.
BLEND--to thoroughly combine two or more ingredients.
BREAD--to roll in bread crumbs, such as breading pork chops.
BRUSH--to spread melted fat with a pastry brush.
CREAM--to soften and blend until smooth and light by mixing with a spoon or electric mixer. Usually applies to fat and sugar.
CRUMB--to coat with crumbs or top with crumbs, such as a casserole dish.
CUT IN--to break fat into small particles by using two knives or a pastry blender.
DILUTE--to lessen the strength, thickness, or flavor or a mixture, usually done by adding water.
DIP--to plunge into liquid or a dry ingredient until covered, then remove quickly.
DISSOLVE--to combine or mix a solid ingredient with a liquid until a solution is formed.
DOT--to cover with small particles, as to dot with butter.
FOLD--to gently combine two ingredients using an up and over motion with a spoon.
GREASE--to rub pan lightly with shortening or cooking oil.
KNEAD--pressing, folding, and stretching the air out of dough and make it smooth.
LEAVEN--to make light by an agent, such as yeast or baking powder.
MIX--to combine a number of ingredients.
RINSE-- to increase in volume or size.
SCALE--to measure by scale.
SEASON--to add salt, pepper, spices, or other seasonings to improve the taste.
TOSS--to mix lightly by lifting the ingredients for a salad, using a fork to avoid bruising the vegetables or fruits.
WHIP--to rapidly beat cream, eggs, or gelatin dishes to incorporate air and increase volume.

SUGGESTED STANDARD FOR TERMS (Con't.)

COOKING TERMS

BAKE--to cook in an oven.
BARBECUE--simmer meat in a spicy sauce or coating meat with a spicy sauce.
BLANCH--to dip into boiling water, making the skins of fruits and vegetables easier to remove.
BOIL--to cook in water or other liquid until bubbles rise continuously and break on the surface.
BRAISE--to cook slowly in a covered utensil in a small amount of liquid or steam.
BROIL--to cook by exposure to direct heat on a grill or live coals.
BROWN--to make food become brown by roasting, baking, frying, or broiling.
DRIPPINGS--the fat or juice that comes out of meat.
DRY HEAT COOKERY--to cook meat products without water. Includes broiling, roasting, and frying.
FRY--to cook in fat.
GRILL--to cook by direct heat.
MELT--to liquify by heat.
MOIST HEAT COOKERY--using water in cooking a food product. Includes stewing, braising, barbecuing, pot-roasting, and poaching.
PAN-BROIL--to cook uncovered on a hot, ungreased surface, usually a frying pan.
PAN-FRY--to cook in a small amount of fat.
PARBOIL--to boil until partially cooked.
POACH--to cook in a hot liquid, using precautions to retain shape.
POT-ROASTING--to cook meat in a covered container to which a small amount of water has been added.
PRE-HEAT--to heat an oven to the correct temperature before putting the food in to cook.
ROAST--to bake meat.
SAUTE--to brown quickly in a small amount of fat, turning often.
SCALD--to heat to a temperature just below the boiling point.
SIMMER--to cook in a liquid at a temperature of about 185 degrees F. Bubbles form slowly and break below the surface.
STEAM--to cook in steam with or without pressure.
STEEP--to let stand in liquid below the boiling point in order to bring out flavor, color, and other qualities.
STEW--to simmer in a small amount of liquid.
STIR--to mix food in a circular motion.
TOAST--to brown by means of dry heat.

Source: Cincinnati Public Schools, Exploring Careers in Hospitality and Food Service, Bloomingham, IL: McKnight Publishing Co., pp. 255-262, 1975.

See also: Ray, Mary Frey, and Lewis, Evelyn Jones, Exploring Professional Cooking, Peoria, IL: Charles A. Bennett Co., Inc., 1980. (For recommended terminology)

UNIT 7.0

STANDARDIZED RECIPES

UNIT	7.0	STANDARDIZED RECIPES
TASK	7.01	WEIGH AND MEASURE STAPLE INGREDIENTS

PERFORMANCE OBJECTIVE:

Given appropriate measuring and weighing equipment, scales if necessary, standardized measuring cups and spoons in varying sizes; measure and weigh two each liquid and dry ingredients as selected by the instructor. A checklist will be used to rate performance and all items must receive an acceptable rating.

PERFORMANCE ACTIONS:

7.0101 Gather supplies and equipment.

7.0102 Measure dry ingredients.

7.0103 Measure liquid ingredients.

7.0104 Weigh dry ingredients.

7.0105 Weigh liquid ingredients.

7.0106 Record weights and measures.

PERFORMANCE STANDARDS:

- Using measuring and weighing equipment and supplies furnished, measure and weigh two each dry and liquid ingredients.

SUGGESTED INSTRUCTION TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

- Weighing
- Measuring
- Working factor

CHECKLIST

Weigh and Measure Staple Ingredients

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Used proper type of cup for each ingredient.		
2. Spooned dry ingredients lightly into measuring cup.		
3. Leveled off cups and spoons containing dry ingredients with a straight edge.		
4. Measured liquids in proper type of measuring cup.		
5. Measured liquids on level surface.		
6. Measured liquids at eye level.		
7. Used properly balanced scales.		
8. Recorded weights and measures accurately.		

UNIT 7.0 STANDARDIZED RECIPES

TASK 7.02 USE STANDARDIZED RECIPES

PERFORMANCE OBJECTIVE:

Given instruction, read and use standardized recipes used in commercial cooking to produce final food products. The interpretation of the recipe and the procedures followed must be accurate and the final product must be to the instructor's standards.

PERFORMANCE ACTIONS:

7.0201 Identify sources of recipes.

7.0202 Interpret standardized recipe. Define parts of recipe.

7.0203 Identify:
- Measuring devices
- Ingredients
- Cooking methods
- Method terms
- Temperature
- Time

7.0204 Use standardized recipe to prepare food product.

PERFORMANCE STANDARDS:

- Use standardized recipe to prepare food product following the recipe with 100 percent accuracy and producing a final food product acceptable to the instructor.

SUGGESTED INSTRUCTION TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

- Measuring
- Cooking methods
- Terminology

UNIT 7.0 STANDARDIZED RECIPES

TASK 7.03 CONVERT RECIPE TO LARGE OR SMALLER PRODUCT

PERFORMANCE OBJECTIVE:

Given a simple recipe and proper instructions, convert the recipe to a product (a) twice as large as the original product and (b) one-half the size as the original, using metric or American standard measures. The recipe must be converted to the correct amount and unit of measure with 100 percent accuracy.

PERFORMANCE ACTIONS:

7.0301 Interpret recipe.

7.0302 Convert each ingredient in the recipe to twice as large as the original recipe.

7.0303 Convert each ingredient in the recipe to one-half the original recipe.

PERFORMANCE STANDARDS:

- Using the recipe provided by the instructor, convert the recipe into one that will yield a product twice as large as the original.
- Using the same recipe, reduce to one-half the original.

SUGGESTED INSTRUCTION TIME: 12 Hours

RELATED TECHNICAL INFORMATION:

- Standard recipe
- Standard yield
- Standard portion
- Standard procedures
- Measurement

SUGGESTION: Use a standardized recipe for 100 servings to help students learn conversion.

COMMON CAN SIZES AND APPROXIMATE MEASURES

SIZE	APPROX. CONTENTS	APPROX. MEASURE	PRODUCT
No. 10	6.5-7 lbs.	3 qts.	Fruit and Vegetables
No. 5	2-3 lbs.	1 qt.	Fruit Juices and Soups
No. 2	1 lb. 4 oz.	2 1/2 cups	Juices, Soups, Fruits, some Vegetables
No. 303	1 lb.	1 pt.	Fruit, Vegetables, and Soup

EQUIVALENTS

2 ea.	No. 5	cans =	1 No. 10 can
4 ea.	No. 2 1/2	cans =	
5 ea.	No. 2	cans =	
7 ea.	No. 303	cans =	

LADIES SIZES AND MEASURES

Size	Approx. Portion Wt.
1/2 cup	2 oz.
1/2 cup	4 oz.
3/4 cup	6 oz.
1 cup	8 oz.

SCOOP/DIPPER SIZES AND MEASURES

Scoop/Dipper Size	Approx. Portion Wt.
No. 8	5 oz.
No. 10	4 oz.
No. 12	3 oz.
No. 16	2-2 1/2 oz.
No. 24	1 1/2 oz.
No. 40	1 oz.

Addendum to Task 7.03

EQUIVALENT WEIGHTS AND MEASURES FOR COMMON FOODS

FOOD	WEIGHT	MEASURE
Bananas	1 lb.	3 large
Butter, fats	1 lb.	2 cups
Cheese	1 lb.	3 cups, diced; (4 cups,
		grated for American)
Cocoa	1 oz.	2 T. plus 2 t.
Chocolate	1 oz.	1 square
Dates	10 oz.	2 cups
Eggs, average size	1 lb.	10 eggs
flour, bread	1 lb.	4 cups
Potatoes	1 lb.	4 med.
Rice	1 lb.	2 cups
Sugar, brown, packed firmly	1 lb.	2 1/4 cups
Sugar, confectioners'	1 lb.	3 1/2 cups
Sugar, grandulated	1 lb.	2 1/4 cups
Tomatoes	1 lb.	4 small

T = Tablespoon
t = teaspoon

EQUIVALENTS FOR OFTEN USED MEASURES

3 t.	1 T.	1/2 oz	-
16 T.	1 cup	8 oz	1/2 pt.
2 cups	-	-	1 pt.
2 pts.	1 qt.	-	4 cups
4 Qts.	1 Gal.	-	-

ROUNDING OFF FRACTIONAL OUNCES

.00 - .09	=	0	oz.
.10 - .29	=	1/4	oz.
.30 - .50	=	1/2	oz.
.60 - .79	=	3/4	oz.
.80 - .99	=	1	oz.

Example:
Measure is 1.45 oz. Use 1 1/2 oz.

Student: ______________________ Class: ______________________ Date: ______________________

WORKSHEET FOR ADJUSTING STANDARD RECIPE

DIRECTIONS: Directions for adjusting standard recipe: Take number of servings desired and divide by yield of standard recipe (typically 25, 50, or 100, but may be another number). The result is a "working factor." Multiply the "working factor" by standardized recipe amounts to obtain the amounts of ingredients needed.

Product Name: ____________________ Product Yield: ______ servings Portion Size

Ingredients	Portions Desired ÷	Product Yield	= Working Factor	x Amount Specified	= Amount Needed	Method
Note Substitute Items						

Courtesy: Roy L. Springer, Greenville Technical College

Addendum to Task 7.03

RATING A RECIPE

DIRECTIONS: Select a recipe and in the blanks provided, write the name of the recipe, the source from which it was taken, and the page number.

Rate the recipe on each item as 1, 2, or 3.

1 ------------------ 3
(low) (high)

Record the rating on each point by circling the number in the right-hand column. Add these values to find the total score.

Name of Recipe ______________________________

Source ______________________________

Page number ______________

RECIPE SELECTION

				RATE (Circle)	
			(low)	-----------	(high)
1.	Simplicity	- Recipe terms are easy to understand and interpret	1	2	3
2.	Clarity	- a. Listing of ingredients in order for use	1	2	3
		- b. Directions are easy to understand and follow	1	2	3
3.	Completeness	- Complete information on method of preparing and cooking	1	2	3
		- a. Cooking time stated when applicable	1	2	3
		- b. Definite temperature given when applicable.	1	2	3
		- c. Quantity or number of servings given	1	2	3
4.	Variety	- Variety and interest added to recipe by giving variations	1	2	3

Addendum to Task (Con't.)

RECIPE SOURCE

			RATE (Circle) (low) ---------- (high)		
5.	Content	- Information free from bias or exaggeration	1	2	3
6.	Organization	- Recipes are orderly arranged according to types of food	1	2	3
7.	Design and Make-up	- a. Attractive design, has eye appeal	1	2	3
		- b. Format easy to handle, display, and store	1	2	3
		- c. Illustrations are attractive; good color; up-to-date; eye catching	1	2	3
8.	Reliable	- Source of authority cited for testing recipes	1	2	3

TOTAL SCORE = ____________________
(Add numbers circled)

RATING
42 - Excellent = Competency Level 4
36-41 Very Good = Competency Level 3
28-35 Acceptable = Competency Level 2
14-27 Poor choice = Competency Level 1

Student: ______________________________

UNIT 8.0

EQUIPMENT

UNIT 8.0 EQUIPMENT

TASK 8.01 DEMONSTRATE USE OF EQUIPMENT

PERFORMANCE OBJECTIVE:

Given supplies, equipment, and operation instructions; demonstrate use of given food preparation equipment in accordance with manufacturer's and instructor's procedures.

SEE: Attached addendum for list of typical equipment.

PERFORMANCE ACTIONS:

8.0101 Assemble supplies and equipment.

8.0102 Explain purpose of equipment.

8.0103 State name of equipment.

8.0104 Identify the major parts and controls of the equipment.

8.0105 Identify safety precautions to be taken with equipment.

8.0106 Test equipment for workability.

8.0107 Operate equipment.
(NOTE: Following safety precautions.)

8.0108 Clean equipment after use at end of day.

PERFORMANCE STANDARDS:

- Demonstrate the proper operations of and procedures to be used with given food service equipment meeting manufacturer's and instructor's standards.
- Equipment must be cleaned after use or at end of the day, so it is free of food soil and grease.

SUGGESTED INSTRUCTION TIME: 12 Hours

RELATED TECHNICAL INFORMATION:

- Manufacturer's instruction manual
- Safety precautions for operating equipment

TYPICAL FOOD SERVICE IMPLEMENTS/UTENSILS

(Secondary Level)

LARGE, STATIONARY, OR ELECTRICAL EQUIPMENT

Automatic brewer
Automatic coffee urn or tea urn
Automatic steamer and broiler
Blender
Convection ovens
Conventional, commercial oven, electric and gas
Cooler
Deep freezer
Deep fryer
Dishwasher, electric
Electric juice extractor
Food cutter or chopper
Garbage disposal
Grill, griddle
Grinder, electric
Hot top
Microwave oven
Slicing machine
Steam table
Toaster, individual or conveyer
Waffle iron

Some items listed may be used primarily for orientation, or may be omitted from a specific program.

Addendum to Task 8.01

CHECKLIST FOR PREVENTIVE MAINTENANCE

		Yes	No
1.	Reads manufacturer's instruction manual.	☐	☐
2.	Operate equipment properly.	☐	☐
3.	Uses equipment for purpose for which it was designed.	☐	☐
4.	Keeps equipment clean at all times.	☐	☐
5.	Check for repairs regularly.	☐	☐
6.	Makes minor adjustments.	☐	☐
7.	Reports out-of-order equipment.	☐	☐
8.	Able to identify when to have equipment inspected and serviced by a reliable service organization.	☐	☐

(If used for student rating)

Student: ______________________________

NOTE

SANITATION - CLEANING - SAFETY - ORIENTATION TO - USE OF UTENSILS AND EQUIPMENT MAY BE INTEGRATED AND OVERLAPPING

Sanitation and cleaning of food service utensils and equipment, use of utensils and equipment, and food preparation using the equipment and utensils may be separately described; however, training (performance) may be integrated and overlapping.

The individual instructor's method of developing students' skills and knowledge may vary. For example, the sanitation, cleaning, safety, and operation of given utensils and equipment may be learned as food is prepared using the required equipment and utensils.

UNIT 9.0

UTENSILS

UNIT 9.0 UTENSILS

TASK 9.01 USE AND CARE OF FOOD SERVICE HAND UTENSILS

PERFORMANCE OBJECTIVE:

Given instruction concerning identification, use, and care of kitchen hand utensils; from given utensils, select and demonstrate the proper use and care of food service utensils for given applications. Utensils must be selected and used according to procedures given by instructor or textbook.

(NOTE: See attached addendum for listing of hand utensils.)

PERFORMANCE ACTIONS:

9.0101 Identify a minimum of 12 given food preparation hand utensils.

9.0102 Select and properly use food service hand utensils for given situation. (e.g., serve soups, whip ingredients, pick up food or ice, drain vegetables...)
  a. cutting utensils
  b. baking utensils
  c. serving utensils

9.0103 Show how to properly care for and store utensils.

PERFORMANCE STANDARDS:

- Properly select by sight and name 12 food service utensils for a given food preparation job (given utensils from which to choose).
- Demonstrate proper use of the utensil meeting instructor's standards.

SUGGESTED INSTRUCTION TIME: 12 Hours

RELATED TECHNICAL INFORMATION:

- Standardized names for utensils
- Standardized uses of utensils

TYPICAL FOOD SERVICE IMPLEMENTS/UTENSILS

(Secondary Level)

(Some items listed may be used primarily for orientation,
or may be omitted from a specific program.)

CUTTING IMPLEMENTS

Boning knife
Butcher knife
Butcher's steel
Carving set
Clam knife
Cleaver
Eggslicer
Oyster knife
Paring knife
Pastry wheel
Pie or cake knife
Potato or vegetable peeler
Roast beef slicer

FOOD HANDLING IMPLEMENTS

Food tongs
Hot-cake or meat turner
Kitchen fork

STIRING, SERVING, SCARPING, AND SPREADING IMPLEMENTS

Ladle
Melon ball or parisienne scoop
Pierced kitchen spoon
Plastic scraper
Potato masher, hand
Scraper or dough cutter
Skimmer
Slotted kitchen spoon
Solid kitchen spoon
Spatula or palette knife, flat and offset
Metal, plastic, and rubber paddles

FOOD PREPARATION IMPLEMENTS

Box grater
China cap
Colander
Hand meat tenderizer
Strainer
Whip, Wire, French and piano

MISCELLANEOUS

Can opener, manual
Cold food server
Dining dishes and utensils
Fire extinguisher
Serving dishes and utensils
Vacuum cleaner (available)

COOKING UTENSILS

Bake pan
Bun fillet steamer, proofing cabinet
Double boiler
Frying or saute' pan
Iron skillet
Roasting pan
Sauce pan
Sauce pot
Sheet pan
Skewer
Steel skillet
Stock pot
Coffee pot

BAKING IMPLEMENTS

Flour sifter
Pastry bag
Pastry brush
Pastry tubes
Pie and cake marker
Rolling pin

PASTRY IMPLEMENTS

Dough cutter
Frosting spatula
Pastry wheel
Rolling pin
Sifter
Whip and paddles
Pastry blender

MEASURING DEVICES

Baker's scale
Measures
Measuring cups
Portion Scale
Scoop, ice cream dipper

Addendum to Task 9.01

RECOMMENDATIONS FOR USING CUTLERY

		Yes	No
1.	Cut away from the body.	☐	☐
2.	Dry a knife with the sharp edge away from you.	☐	☐
3.	Always work with a cutting board.	☐	☐
4.	Keep knives in a storage rack.	☐	☐
5.	Don't try to catch a falling knife.	☐	☐
6.	Don't place knives in a sink.	☐	☐
7.	Keep knives sharp.	☐	☐
8.	Match the knife with the appropriate job.	☐	☐
9.	Always pick up a knife by the handle.	☐	☐
10.	When using a knife, keep your mind on what you are doing.	☐	☐

These recommendations may be used as a guideline to rate the learner.

Student: ______________________________

UNIT 10.0

FOOD PREPARATION
SHORT ORDER, FAST FOODS, PANTRY, AND CATERING

UNIT 10.0 FOOD PREPARATION

TASK 10.01 PREPARE BEVERAGES

PERFORMANCE OBJECTIVE:

Given instruction, necessary equipment and supplies, and standardized recipes; prepare the following types of beverages:

- Tea
- Coffee
- Fruit or vegetable juices
- Cocoa and Chocolate
- Milk beverages

SEE: Accompanying Checklist.

PERFORMANCE ACTIONS:

10.0101 Identify different beverages typical to commercial food service.

10.0102 Describe the basic methods of preparing the more popular commercial food service beverages:
- Coffee
- Milk beverages
- Tea
- Punch
- Fruit or vegetable juices

10.0103 Brew (steep) tea and serve it so there is no leaf sediment present. All appropriate checklist items must be acceptable.
(a) Make tea using loose tea
(b) Make tea using commercial tea bags
The tea must not be bitter or served either hot or cold.

10.0104 Brew coffee using the drip maker, perculator, vacuum coffee maker, or urn. The coffee must be neither watery bitter in flavor, must have few, if any, coffee grounds present, and must be served at a suitable temperature and be pleasing to taste.

10.0105 Prepare fruit juices and vegetable juices so the ingredients are evenly mixed and dissolved and so there are no seeds present.
(a) Prepare beverages from powders and frozen juices following the recipe for the beverage and amount to be served.
(b) Prepare fresh fruit and vegetable juices by recipe and for the amount to be served. The finished juice should be pleasing to taste and not bitter.

10.0106 Make hot milk beverages that are not scorched, that thoroughly are blended with no lumps or undissolved particles. The beverage must be served hot but not scalding and must be free of "skin" on top. Proper methods of preparation prior to servicing must be followed.

10.0107 Make punch with ingredients that are combined evenly, that is garnished, and served very cold. Use the (a) syrup method or (b) quick method and follow recipe and proper serving methods.

PERFORMANCE STANDARDS:

- Prepare required beverages to standards typical of commercial food service work to be judged by checklist and to meet instructor's standards (approval).

SUGGESTED INSTRUCTION TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

- Hot and cold beverage service
- Recipes
- Methods of preparation

Addendum to Task 10.01

BEVERAGE EVALUATION CHECKLIST

DIRECTIONS: Write the name of the beverage evaluated on the blank. Place a check in the appropriate box to the right of each criteria. Write in any comments that you think are appropriate.

____
Beverage

Criteria	No	Yes	Comments
Appetizing			
Color:			
Clear			
Muddy			
Good aroma			
Flavor:			
Too sweet			
Too tart			
Too weak			
Too strong			
Just right			
Serving:			
Attractively served			
Attractively garnished			
Appropriate temperature			

Student cook: ______________________________

UNIT 10.0 FOOD PREPARATION

TASK 10.02 MAKE PUNCH

PERFORMANCE OBJECTIVE:

Given a recipe and access to needed ingredients, measuring cups and spoons, a large stirring spoon, a punch bowl, ice ring and garnishes; make punch. The punch ingredients must be combined evenly, garnished, and very cold. The punch must be suitable for the given event.

PERFORMANCE ACTIONS:

10.0201 Make judgment on type of punch appropriate for event to be catered.

10.0202 Read (or select) recipe.

10.0203 Assemble necessary materials.

10.0204 Make punch using one of the following methods depending on ingredients:

a. SYRUP METHOD
  (1) Combine sugar and specified amount of water in a saucepan. Bring to a boil and allow to boil for the specified time period.
  (2) Cool mixture. When cooled, pour the mixture into the punch bowl or large container. Add all other ingredients except the carbonated beverages, ice cream or sherbert, garnishes and/or ice.

b. QUICK METHOD
  (1) Chill all ingredients before mixing.
  (2) Pour fruit juices, or water into punch bowl or other large container. Stir until blended well.
  (3) Place back into refrigerator until serving time.

10.0205 Immediately before serving, add the carbonated beverage and/or small chunks of ice cream or sherbert and stir until well-blended.

10.0206 Add garnishes and ice.

UNIT 10.0 FOOD PREPARATION

TASK 10.02 MAKE PUNCH (Con't.)

PERFORMANCE STANDARDS:

- Make punch by the syrup or quick method using given information, recipe, ingredients, and supplies. Meet instructor's standards.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 10.0 FOOD PREPARATION

TASK 10.03 PREPARE SALADS

PERFORMANCE OBJECTIVE:

Given a standardized recipe per salad type, necessary ingredients and equipment, prepare at least one each of the following types of salads: An appetizer, main course, and a side dish. The salad must have eye appeal, attractive color, be palatable, and have good texture.

(a) The appetizer salad should not satisfy the appetite, but be light in character and appealing.
(b) The side dish salad should offer contract with the rest of the dinner without being too sweet.
(c) The main course salad should be any reasonable combination of fish, meat, vegetables, dairy, gelatine, or other products that have good texture, flavor, and color.

Salad product shall be rated by checklist and should meet instructor's standards.

PERFORMANCE ACTIONS:

10.0301 Gather quality ingredients and supplies. (Or use ingredients supplied by instructor.)

10.0302 Follow recipe to prepare required salad or salads.

[See Rating Checklist]

PERFORMANCE STANDARDS:

- Using given ingredients and following standardized recipe per salad type; prepare one each of the following types of salads: (a) appetizer, (b) main course, and (c) side dish so the salad has good eye appeal, is attractive in color, palatable, and has good texture.
- A checklist will be used to rate salad preparation skills.

SUGGESTED INSTRUCTION TIME: 18 Hours

CHECKLIST

SALAD PREPARATION

DIRECTIONS: For each salad being evaluated, indicate the type of salad and the main ingredient(s). Under each salad, rate it according to the seven characteristics, using the key at the bottom of the page. Total the ratings given and use the legent determine how successful the individual or groups was in salad preparation.

SALADS	Appetizer	Main Course	Side Dish	Alternate #1	Alternate #2
Simple, but colorful					
Fresh ingredients					
Artistically arranged					
Flavor, texture, & color balance					
Attractive form used (not flat)					
Well chilled					
Attractive--eye appealing					
TOTALS					

RATING KEY

1	2	3	4	5
Poor				Excellent

LEGENT

Skill Level	Total	
4	35-29	Salad Chef
3	28-22	Chef's helper
2	21-15	Satisfactory
1	14-08	Needs supervision and improvement
0	7-1	Needs further training

Salad Character

	Acceptable	Needs Improvements
Base		
Body		
Dressing		
Garnish		

Addendum to Task 10.03

CHECKLIST

TOSSED SALAD RATING SHEET

DIRECTIONS: (a) Serving 1 -- Prepare ingredients, store each separately in tightly covered container, and refrigerate. Mix just before serving.

(b) Serving 2 -- Prepare ingredients, mix, store in uncovered container, and refrigerate.

Serve the two salads and receive a rating.

	SERVING I		SERVING 2	
	Good	Poor	Good	Poor
Bright, attractive color				
Crisp texture				
Distinct, fresh taste				

UNIT 10.0 FOOD PREPARATION - FRUITS AND VEGETABLES

TASK 10.04 MAKE UNCOOKED SALAD DRESSINGS

PERFORMANCE OBJECTIVE: *

Given a recipe and access to ingredients, a measuring cup and spoons; a bottle, jar, or mixing bowl with lid; and a rotary beater, electric mixer, or blender; make an uncooked salad dressing. The ingredients of the dressing must be evenly distributed.

PERFORMANCE ACTIONS:

10.0401 Read the recipe.

10.0402 Assemble the necessary equipment and ingredients.

10.0403 Measure the ingredients according to the recipe.

10.0404 Combine the ingredients according to one of the following methods:
a. METHOD 1
    (1) Place all ingredients in a bottle or jar.
    (2) Cover; shake vigorously until ingredients are thoroughly combined.
    (3) Place in the refrigerator.
    (4) Shake vigorously each time before using.
b. METHOD 2
    (1) Mix dry ingredients in a mixing bowl or blender.
    (2) Add oil and vinegar alternately, beat constantly with a rotary beater, electric mixer or blender.
    (3) Place in a container with a tight-fitting lid; refrigerate until ready to serve.

PERFORMANCE STANDARDS:

- Make an uncooked salad dressing with ingredients that are evenly distributed.
- Finished product must meet instructor's standards and be pleasing to taste. (Typically an orientation or familarization task since prepared dressings are used.)

SUGGESTED INSTRUCTION TIME: 2 Hour

*Orientation or familiarization task. Typically, prepared dressing is used. Students, however, should be able to make dressing if required.

UNIT 10.0 FOOD PREPARATION

TASK 10.05 PREPARING SALAD DRESSINGS

PERFORMANCE OBJECTIVE: *

Given a standardized recipe, necessary materials and equipment; use the proper techniques to prepare at least one each of the following types of dressings: (a) French, (b) mayonnaise, and (c) cooked. Dressing should meet commercial food standards and all items on a rating checklist should be acceptable.

PERFORMANCE ACTIONS:

10.0501 Gather supplies and ingredients.

10.0502 Mix ingredients following standardized recipe.

10.0503 Cook, if applicable.

PERFORMANCE STANDARDS:

- Using a standardized recipe, supplies, and equipment provided; prepare one each of the following types of dressings: (a) French, (b) mayonnaise, and (c) cooked.
- All items on checklist should be marked "yes."

SUGGESTED INSTRUCTION TIME: 2 Hours

*Orientation of familiarization task. Typically, prepared dressing is used. Students, however, should be able to make dressing if required.

CHECKLIST

SALAD DRESSING

DIRECTIONS: Check the salad dressing prepared using the following criteria. Place the check in the appropriate column to the right of each question.

	French		Mayonnaise		Cooked		Other	
	No	Yes	No	Yes	No	Yes	No	Yes
1. Does the dressing add flavor to the salad?								
2. Does the dressing provide food value?								
3. Does the dressing help in digestion?								
4. Does the dressing improve palatability?								
5. Does the dressing have the proper consistency?								
6. Does the dressing appear attractive and appetizing?								
7. Does the dressing consist of the appropriate proportions of acid, fat, and seasonings?								

UNIT 10.0 FOOD PREPARATION

TASK 10.06 PREPARING GARNISHES

PERFORMANCE OBJECTIVE:

Given a food to be garnished and access to fresh fruits and vegetables, reference books, a vegetable brush, a paring knife, a vegetable peeler, an apple corer, a spoon, a radish roser, a melon baller, a canape cutter, ascorbic acid, a bowl of ice, and paper towels; prepare a garnish for the food. The garnish must be edible, free from blemishes, or discoloration, and cut uniformly.

PERFORMANCE ACTIONS:

10.0601 Select appropriate garnish.

10.0602 Assemble necessary ingredients and materials.

10.0603 Wash garnish ingredients, dry.

10.0604 Remove stems, cores, peels, and seeds.

10.0605 Cut fruits and vegetables in desired shapes.

10.0606 Treat fruits and vegetables that darken.

10.0607 Crisp cut fruits and vegetables in ice water.

10.0608 Drain fruits and vegetables on paper towel.

10.0609 Place food to be served on a serving platter.

10.0610 Place garnish(es) attractively on food to be served.

PERFORMANCE STANDARDS:

- Prepare appropriate garnishes for given foods from given ingredients.
- Instructor's standards applies.

SUGGESTED INSTRUCTION TIME: 12 Hours

CHECKLIST ACCOMPANIES THIS TASK

SUGGESTIONS FOR GARNISH

PREPARATION	VEGETABLE SUGGESTIONS
Curls	Carrots, Celery
Rings	Green Peppers, Onions
Fans	Carrots, Celery, Pickles
Whole	Cherry Tomatoes, Ripe Olives, Green Olives, Stuffed Olives, Gerkins, Green Onions, Pickled Onions, Radishes, Cauliflower Flowerets
Sticks or Strips	Carrots, Cucumbers, Celery, Green Pepper
Twist	Cucumber Slices, Pickle Slices, Tomato Slices
Slices	Pickles, Tomatoes, Onions

Source: Haines, Food Preparation for Hotels, Restaurants, and Cafeterias, p. 86.

CHECKLIST

GARNISHES

DIRECTIONS: Rate the garnishes made by asking the following questions about each garnish item. Place a check under the "no" or "yes" column to the right of each question.

	No	Yes
1. Does the garnish add eye appeal to the finished product?		
2. Does the garnish help improve the flavor of the finished product?		
3. Has the garnish been kept simple?		
4. Does the garnish aid in stimulating the appetite?		
5. Is the garnish edible?		

UNIT 10.0 FOOD PREPARATION

TASK 10.07 MAKE RELISHES

PERFORMANCE OBJECTIVE:

Given a recipe and access to ingredients, a paring knife, a food chopper, grater, or blender, a bowl, clean cloth, tongs, and other necessary supplies; make a relish. The relish must be crisp in texture, not soft or mushy and must be bright in color.

PERFORMANCE ACTIONS:

10.0701 Read the recipe about making a relish.

10.0702 Assemble the necessary supplies.

10.0703 Wash and drain the fruits and vegetables.

10.0704 Remove any stems, pits, seeds, cores, skins, and blemishes.

10.0705 Cut, chop, or grate relish ingredients according to the recipe. Place ingredients into container.

10.0706 Make brine solution according to recipe.

10.0707 Cover relish ingredients with brine solution; soak for the time recommended in the recipe.

10.0708 Drain off brine; rinse well with water.

10.0709 Combine and heat spice and vinegar mixture according to recipe.

10.0710 If appropriate, chill prior to serving.

PERFORMANCE STANDARDS:

- Using ingredients and supplies provided by the instructor to make a relish.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT	10.0	FOOD PREPARATION
TASK	10.08	ADD FINISHING TOUCHES TO PREPARED FOODS

PERFORMANCE OBJECTIVE:

Given a variety of prepared foods, proper instructions, and appropriate garnishes; add finishing touches to a minimum of four dishes: a salad, fruit, vegetable, and meat dish. The finished touches must enhance the color, flavor, texture, and overall appearance of the dish as judged by the instructor.

PERFORMANCE ACTIONS:

10.0801	Gather supplies and food items required.
10.0802	Clean and trim garnishes (if required).
10.0803	Drain liquid from garnish (if required).
10.0804	Arrange food items near appropriate garnishes.
10.0805	Add finishing touches to prepared foods.

PERFORMANCE STANDARDS:

- Using a variety of prepared foods and materials furnished by the instructor, add finishing touches to prepared foods.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 10.0 FOOD PREPARATION

TASK 10.09A PREPARE SANDWICH FILLING

PERFORMANCE OBJECTIVE:

Given standardized recipe, ingredients, and equipment; prepare sandwich filling for the estimated use.

PERFORMANCE ACTIONS:

10.0901 Assemble recipe, ingredients, and equipment.

10.0902 Following standardized recipe, using ingredients supplied, make sandwich filling from:

- meat
- poultry
- fish/shellfish
- eggs
- cheese
- lunch meats
- vegetables

PERFORMANCE STANDARDS:

- Prepare sandwich filling according to standardized recipes from given ingredients.
- Filling will be judged by instructor based on: Recipe followed, taste, texture, appearance, slices or spreads easily, thoroughly cooked.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 10.0 FOOD PREPARATION

TASK 10.09B MAKE SANDWICHES

PERFORMANCE OBJECTIVE:

Given sandwich ingredients and condiments; a mixing bowl and spoon, a sandwich spreader, and slicing knife; prepare the following types of sandwiches: Cold, toasted, and grilled. A standardized product should result.

(Equipment used may include skillet, oven, broiler-oven, waffle iron, or griddle.)

PERFORMANCE ACTIONS:

10.0901 Assemble necessary ingredients and equipment.

10.0902 Prepare sandwich filling according to recipe.

10.0903 Make sandwiches:
- a. Cold type
  - (1) Spread bread with condiment.
  - (2) Spread slice of bread with sandwich filling or spread, or lay slices of cold cuts on bread.
  - (3) Place condiments on top of filling.
  - (4) Place top slice of bread on sandwich.
- b. Toasted
  - (1) Spread bread lightly with soft butter or margarine.
  - (2) Spread or place sandwich filling between bread slices.
  - (3) Place sandwiches under broiling unit of oven, etc.
  - (4) Toast both sides of sandwich.
- c. Grilled sandwich
  - (1) Melt butter or margarine.
  - (2) Saute sandwich on both sides.

10.0904 Cut sandwich, as appropriate.

10.0905 Serve or prepare for serving.

PERFORMANCE STANDARDS:

- Using given ingredients and necessary materials; prepare cold, toasted, and grilled sandwiches that are standard in appearance.
- Performance will be rated by a checklist and all applicable items must be rated "acceptable."

UNIT 10.0 FOOD PREPARATION

TASK 10.09B MAKE SANDWICHES (Con't.)

SUGGESTED INSTRUCTION TIME: 12 Hours

RELATED TECHNICAL INFORMATION:

- Prepare toast by oven, broiler, and toaster method

TYPICAL SANDWICHES PREPARED IN TRAINING

Chili Burger
Grill Cheese
Hamburger
Ham Sandwich
Hot Dogs
Subs

CHECKLIST

SANDWICHES

DIRECTIONS: Evaluate sandwiches made by the following checklist. Compare the product with the questions below and place a check under the appropriate "no" or "yes" column.

		RATING	
		No	Yes
1.	Is the bread moist, but not wet?		
2.	Bread was not soggy or greasy?		
3.	Is the bread unblemished and not torn?		
4.	Are the fillings generous?		
5.	Was a thin layer of margerine spread on the bread before the filling was added?		
6.	Was bread kept moist by placing a damp cloth in it?		
7.	Were the fillings prepared just before using them?		
8.	Was filling (a) Spread evenly (if spreads & fillings)?		
	(b) Sliced evenly (if cold cuts)?		
	(c) Free of grease (if hot meals)?		
	(d) Browned and thoroughly cooked (meats)?		
9.	Are the crusts trimmed from bread?		
10.	Are the flavors well blended?		

UNIT 10.0 FOOD PREPARATION

TASK 10.10 PREPARE APPETIZERS

PERFORMANCE OBJECTIVE:

Given instruction, necessary equipment, and ingredients; prepare a required selection of appetizers representing a selection from: Canapes, cocktails, hors d'oeuvres, dips, petit salads, relishes, and soups.

PERFORMANCE ACTIONS:

10.1001 Prepare canapes (finger foods):
  a. Use thin base, crackers or fancy-cuts.
  b. Prepare well-seasoned spread.
  c. Products should be easy to handle and have a fresh appearance.
  d. Arrange for serving in an attractive tray and garnish appropriately.

10.1002 Prepare cocktails: (Fruit or seafood)
  a. Prepare tart fruit cocktail for service with a meal.
  b. Prepare seafood cocktail and appropriate sauce.
  c. Chill cocktail before serving.
  d. Serve as fresh, colorful, and appetizing in appearance.

10.1003 Prepare hors d'oeuvers:
  a. Prepare small bits of food products such as sausages, cheese, etc., and serve hot or cold, prior to meal.
  b. Serve picks, etc., for eating of hors d'oeuvers.
  c. Products should harmonize with meal.

10.1004 Prepare dips, salads, relishes, and soups as appetizers.

PERFORMANCE STANDARDS:

- Using given ingredients and following given standardized recipes; prepare required appetizers that are small and dainty, pleasing in flavor and aroma, and with attractive color.
- The prepared appetizers should pass the checklist attached.
- Dips must be creamy and well-blended throughout and of consistency so it will not drip or run.

SUGGESTED INSTRUCTION TIME: 12 Hours

RELATED TECHNICAL INFORMATION:

- Seven classification of appetizers:
  1. Canapes--small bits of well-seasoned food spread on a cracker or fancy-cut piece of toast.
  2. Cocktails: Fruit or seafood.
  3. Hors D'Oeuvers--hot or cold bit size bits that can be eaten with picks or with the fingers.
  4. Dips.
  5. Petit salads (See salads).
  6. Relishes (See relishes).
  7. Soups (See soups). (Designed to stimulate appetite.)

CHECKLIST

APPETIZER/SANDWICH TRAY

DIRECTIONS: Prepare appetizers and sandwiches and arrange them on trays. Evaluate the finished product according to the checklist by marking "no" or "yes" in the appropriate column.

	No	Yes
1. GENERAL APPEARANCE		
(a) Articles grouped by colors or shapes.		
(b) Food stimulates one's appetite.		
(c) Food is easily accessible.		
(d) Food is garnished attractively.		
2. APPETIZER (If prepared)		
(a) Small and dainty.		
(b) Eaten with fingers or cocktail picks.		
(c) Pleasing flavor and aroma.		
(d) Pleasing color or color combination.		
3. SANDWICH TRAY (If prepared)		
(a) Sandwiches moist and tender, but not wet.		
(b) Sandwiches attractively cut or trimmed.		
(c) Pleasant flavor combination.		
(d) Pleasant color or color combination.		
4. DIPS		
(a) Creamy and well-blended throughout.		
(b) Must have consistency so it will not drip or run.		

UNIT 10.0 FOOD PREPARATION
DEEP FAT FAT - SHORT ORDER

TASK 10.11 COOK VEGETABLES AND FRUITS BY DEEP FAT FRYING

PERFORMANCE OBJECTIVE:

Given fruits and vegetables, proper equipment and supplies, ingredients, and standardized recipe; deep fat fry at least two different fruits and vegetables as selected by the instructor. The fried foods should be firm, relatively free of fat, of good color, and taste fresh. Performance will be judged by the instructor.

PERFORMANCE ACTIONS:

10.1101 Gather supplies and equipment and ingredients.

10.1102 Measure fat.

10.1103 Place fat in deep fat fryer.

10.1104 Heat fat to desired temperature (typically 325 to 360 degrees F) (for blanching and 375 degrees F for French fries and onion rings).

10.1105 Bread or batter food, as applicable.

10.1106 Place correct amount of food in fryer.

10.1107 Fry to desired doneness for types of food and cut.

10.1108 Remove from hot fat and drain on paper towel and cut, as necessary.

PERFORMANCE STANDARDS:

- Using given supplies, equipment, and ingredients; cook two fruits or vegetables by deep fat frying.
- The fried vegetables or fruits must be crisp in texture, evenly browned, and must not be greasy to the touch.

SUGGESTED INSTRUCTION TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

- Identify: (a) Lard
  (b) Vegetable shortening
  (c) Vegetable oils
- Identify rancid fat and how to prolong life of fat
- Demonstrate breading of foodstuff

UNIT 10.0 FOOD PREPARATION
DEEP FAT FRY - SHORT ORDER

TASK 10.12 COOK FISH AND POULTRY BY DEEP FAT FRYING

PERFORMANCE OBJECTIVE:

Given the necessary fish or poultry, proper equipment and supplies, ingredients, and standardized recipe; deep fat fry at least one fish or poultry as selected by the instructor. The fried food should be firm, relatively free of fat, of good color, and taste fresh. Performance will be judged by the instructor's standards.

PERFORMANCE ACTIONS:

10.1201 Gather supplies and equipment and ingredients.

10.1202 Measure fat.

10.1203 Place fat in deep fat fryer.

10.1204 Heat fat to desired temperature (typically 325-360 degrees F).

10.1205 Bread or batter food, as applicable.

10.1206 Place correct amount of food in fryer.

10.1207 Fry to desired doneness for types of food and cut.

10.1208 Remove from hot fat and drain on paper towel and cut, as necessary.

PERFORMANCE STANDARDS:

- Using given supplies, equipment, and ingredients; cook a minimum of one fish or poultry by deep fat frying.
- The fried fish or poultry must be crisp in texture, evenly browned, and must not be greasy to the touch (minimum fat absorption).

SUGGESTION INSTRUCTION TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

- Select fat: Lard, vegetable shortening, vegetable oil.
- Identify rancid fat and how to prolong life or fat.
- Demonstrate proper breading of foodstuff.

NOTE: This rating form may be used during the entire two years of food service training, especially for food preparation.

RATING GUIDE
FOR
FOOD PREPARATION LABORATORY

DIRECTIONS: Rate each activity either an 0, 1, or 2, based on the description given. Record the score on each item in the right hand column. Add (total) the scores to determine the total score.

Activities	0	1	2	Score (0, 1, 2,)
Follows verbal instructions	Talks while directions are given. Does not listen, does not follow orders.		Listens carefully to directions and follows them. Sometimes takes notes.	
Planning	Does not make work plans and schedule.		Makes work plans and schedule.	
Follows written directions	Does not understand or follow directions in given order as given or does not use recipe.		Understands and follows directions as given. Asks questions in case of doubt. Uses recipes when available.	
Work habits	Has no organization. Careless, spills measured ingredients, forgets what has or has not been added. Does not clean up when finished.		Has work well organized. Careful, precise in measurement; if spilled remeasures; thorough and accurate. Cleans well when work is completed.	
Use of equipment	Does not select proper equipment for tasks. Does not make use of time and labor saving appliances.		Uses proper equipment for tasks. Uses all available appliances such as mixers, disposals, dishwashers. Asks questions about unfamiliar equipment.	

Activities	0	1	2	(0, 1, 2,)
Group working habits	Does not work together well. Lacks cooperation. Argumentive.		Works well together. Divides work equally.	____
Need for help	Asks unnecessary questions continuously. Must be told every step.		Works alone. Asks few questions. Knows what to do ahead of time.	____
Control in an emergency	Gets excited when things go wrong. Needs help to take care of situation.		Is level-headed in an emergency. Repairs damage easily.	____
Safety and sanitation	Is careless in personal habits. Does not follow safety procedures.		Follows both safety and sanitation procedures.	____
Product	Does not meet acceptable standards. Taste not acceptable.		Meets standard for an acceptable or superior product. Tasty.	____
Service of food	Does not serve food attractively. Is not served at proper time or temperature. Does not set table properly.		Serves food attractively. Serves food at proper time and temperature. Set table properly.	____
Clean up	Does not wash dishes and utensils. Supplies and equipment not returned to proper place. Floors and counters not cleaned. Area not inspected.		Washes dishes and utensils. Supplies and equipment returned to proper place. Cleans floors and counters. Inspects area.	____

TOTAL SCORE

Comments on food products: ______________________________

____

General comments: ______________________________

____

Student(s): ______________________________

Maximum = 24 Competency Level 4
90% = 22 Competency Level 3
80% = 19 Competency Level 2
70% = 17 Competency Level 1
60% = 14 Competency Level 0

SUMMARY
FOOD SERVICE
SUGGESTED INSTRUCTION TIME

FOOD SERVICE UNIT/TASK		SUGGESTED HOURS
Unit 11.0		
11.01	Distinguish "Front of the House" and "Back of the House" Duties	12
11.02	Train New Employees	6
11.03	Serve as Waitress/Waiter	6
11.04	Perform Counter Service Work	6
11.05	Perform Duties of Pastry Cook	6
11.06	Supervise Employees	6
11.07	Serve as Cook (Head Chef)	6
11.08	Perform The Duties of Various Jobs in Food Service	24
11.09	Perform Bus Service Duties of Typical Restaurant/Cafeteria	6
Unit 12.0		
12.01	Use Units of Measures and Weights	6
12.02	Plan Menus	6
12.03	Plan Various Types of Menus	20
12.04	Plan Meals for Special Diets	10
12.05	Plan Menus to Utilize Leftovers	3
12.06	Menu Planning for Catered Events	10
12.07	Compute Prices of Food Products	6
12.08	Prepare a Printed Menu	12
Unit 13.0		
13.01	Plan and Organize Overall Kitchen Operational Functions	12

13.02	Plan Cooking/Baking Schedule	12
13.03	Plan Food Production Per Customer Order, Per Day, and Per Week	12
13.04	Scheduling Work and Equipment Load	6
Unit 14.0		
14.01	Identify Various Table Service Items	6
14.02	Fill Condiments	2
14.03	Fill Containers With Ice and Pour Beverage	2
14.04	Test Food Products	2
14.05	Portion Food for Service	12
14.06	Slice Cooked Meats and Other Cold Cuts by Hand	6
14.07	Slice Cooked Meats and Other Cold Cuts by Using Electric Slicing Machine	6
14.08	Portion Desserts	2
14.09	Portion Cut Cakes and Pies	2
14.10	Display Cakes and Pies	2
14.11	Prepare a Cafeteria Service Line	4
14.12	Set Up Buffet Table	6
14.13	Arrange Place Setting/Cover	6
14.14	Set Restaurant Table Service	2
14.15	Meet and Aid Customers in a Good Will Capacity	2
14.16	Provide Customer Service	2
14.17	Greet Customer at Table and Take Order	6
14.18	Hand Serve Foods to Customer	6
14.19	Present Check to Customer	2
14.20	Add Finishing Touches to Prepared Foods	6

Unit 15.0		
15.01	Prepare Food by Cutting, Etc.	12
15.02	Prepare Dehydrated or Concentrated Foods	4
15.03	Prepare Perishable Food for Refrigeration	6
15.04	Tenderize Meats	*
15.05	Wrap Foods for Baking	2
15.06	Load Oven Racks (Baking)	2
Unit 16.0		
16.01	Use Spices and Herbs in Food Preparation	6
Unit 17.0		
17.01	Prepare Cold Cereals	1
17.02	Cook Cereal	2
17.03	Make Toast	1
17.04	Cook Eggs By Simmering, Frying Poaching, and Scrambling	8
17.05	Prepare Fried Potatoes (Hash Brown)	4
17.06	Cook Breakfast Meats	6
17.07	Make Pancakes	2
17.08	Make Quick Dough Waffles	2
Unit 18.0		
18.01	Trim, Cut, and Shread Fruits and Vegetables	2
18.02	Cook Vegetables and Fruits by Baking	4
18.03	Parboil Vegetables, Fruits, and Meats	2
18.04	Boil Rice	1
18.05	Mash Potatoes	2
18.06	Cook Vegetables by Boiling, Simmering, and Steaming	2
18.07	Cook Fruits by Boiling, Simmering, and Steaming	2

18.08	Cook Vegetables and Fruits by Broiling	2
18.09	Deep Fat Fry Vegetables and Fruits	2
18.10	Cook Fruits and Vegetables by Glazing	6
18.11	Cook Vegetables by Sauteing	2
18.12	Make Casseroles Using Fruits and Vegetables	6
Unit 19.0		
19.01	Prepare Foods With Cheese	12
19.02	Prepare Milk-Based Dishes Such As Cream Soups, Chowder, and Sauces	12
Unit 20.0		
20.01	Prepare Roux To Thicken Warm Sauces	6*
20.02	Prepare Sauces	6
20.03A	Prepare Soup Stock	*
20.03B	Make Gravies	6
20.03C	Prepare Soups	6
20.04	Make Egg-thickened Salad Dressing and Sauces Such as Mayonnaise and Hollandaise	*
Unit 21.0		
21.01	Cut, Trim, and Bone Poultry, or Fish into Prescribed Portions for Steaks, Chops, and Fillets	6
21.02	Season and Bread Meats, Seafood, and Fowl for Baking, Roasting, Broiling, and Frying	2
21.03	Clean Fish	2
21.04	Clean Poultry	2
21.05	Cut and Portion Red Meat	2
21.06	Cut and Portion Fish	1
21.07	Cut up and Portion Fowl	2
21.08	Cook Meats, Fish, and Fowl by Barbecuing	3

21.09	Braise Meat, Seafood, or Fowl	9
21.10	Bake or Roast Meat, Seafood, and Fowl	18
21.11	Broil Meat, Seafood, or Fowl	9
21.12	Deep Fat Fry Meat, Seafood, or Fowl	9
21.13	Grill Meat, Seafood, and Fowl	9
21.14	Stew Meat, Seafood, and Fowl	18
21.15	Make Casserole Using Meat, Seafood, or Fowl	6
21.16	Make Bread Stuffing or Dressing	4
Unit 22.0		
22.01	Prepare Congealed Desserts and Salads	6
22.02	Mold Desserts	12
22.03	Make Uncooked Puddings	2
22.04	Prepare Cooked Puddings	10
22.05	Make Boiled Custard	2
22.06	Make Baked Custard	2
22.07	Prepare Cookies	9
22.08	Make Puff Pastries	6
22.09	Prepare Eclair Paste Product	6
22.10	Prepare Sweet Dough Products	6
22.11	Whip Cream	1
22.12	Make Dessert Sauces Such as Chocolate	6
22.13	Prepare Glazes	1
22.14	Make Meringue	1
22.15	Prepare Uncooked Frostings	1
22.16	Prepare Cooked Frostings	3
22.17	Prepare Cream Fillings for Pies	2

22.18	Make Pies with Custard Fillings	9
22.19	Make Pies with Fruit Fillings	2
22.20	Make Crumb Pie Crusts	1
22.21	Make Standard Pie Crusts	2
22.22	Make Pastry Pie Crust	2
22.23	Make Cobbler	2
22.24	Make Cakes	4
22.25	Prepare Cake Icing	3
22.26	Ice a Cake	1
Unit 23.0		
23.01	Prepare Dough	6
23.02	Make Yeast Dough Products	9
23.03	Make Quick Dough Products	8
23.04	Cook Pasta Such as Spaghetti, Egg Noodles, Etc.	2
23.05	Make Dumplings	*
23.06	Prepare Pizza Crust	*
Unit 24.0		
24.01	Use Nutritional Information in Planning Meals	22
24.02	Plan Optimum Nutritional Benefits	6
Unit 25.0		
25.01	Order Food	6
25.02	Purchase Food	6
25.03	Receive, Check, and Report Shipments Received	2
25.04	Inspect Incoming Food and Beverages for Quality and Freshness	2
25.05	Store Equipment and Supplies as Needed in Assigned Areas	6

25.06	Prepare Inventory Records for Purchased Food	6
25.07	Keep Perpetual Inventory of Food Items	*
Unit 26.0		
26.01	Compute Prices	6
26.02	Purchasing Control (Planning Menu)	6
26.03	Daily Food Cost Report	*
26.04	Maintain Purchase Records	6
26.05	Maintain Invoice Records	*
26.06	Prepare Daily Cash Report	*
Unit 27.0		
27.01	Interpret Labor Laws and Regulations	4
27.02	Interpret Payroll Deductions for Taxes, Etc.	4
27.03	Locate Job Opportunities	18
27.04	Prepare Resume	2
27.05	Compose Application Letter	*
27.06	Interview for a Job	4
27.07	Compose Follow-up Letter	*
27.08	Complete a Typical Employment Application Form	6
Unit 28.0		
28.01	Identify Post-secondary Career Development Opportunities	6
TOTAL HOURS		765

OPTIONAL*

TASK LISTINGS

FOOD SERVICE

UNIT/TASK	DESCRIPTION
11.01	(Distinguish "Front of the House" and "Back of the House" Duties) Given instruction, a typical food service situation; distinguish between "Front of the House" and "Back of the House" jobs. Meet instructor's standards.
11.02	(Train New Employees) Given a laboratory situation with five* cooks and five* cooks' helpers and necessary instructions, train the employees. The employees being trained must demonstrate their understanding of the position and job through performance of the assigned tasks in a manner satisfactory to the instructor, based upon the job description.
11.03	(Serve as Waitress/Waiter) Given a laboratory situation in which the student is required to serve as a waitress or waiter in a food service establishment, perform the duties of waiter/waitress to the standards of the instructor and according to a job description provided by the instructor.
11.04	(Perform Counter Service Work) Given a laboratory situation, job description, and necessary materials; demonstrate the duties of a counter service worker according to the job description and the standards of the instructor.
11.05	(Perform Duties of Pastry Cook) Given a laboratory situation, job description, and necessary materials; perform the duties of pastry cook to the standards of the instructor and according to the job description. Acceptable work must be entry-level quality for the food service industry.
11.06	(Supervise Employees) Given a laboratory situation with five* cooks and five* cooks' helpers and proper instructions, supervise the employees. The employees being supervised must demonstrate their understanding of the position and job through performance of the assigned tasks in a manner satisfactory to the instructor, based upon job descriptions. *
11.07	(Serve as Cook [Head Chef]) Given a laboratory situation in which the student is required to serve as head cook (head chef) and supervise the kitchen staff (to be determined by the instructor); perform the duties of head cook (chef). A checklist will be used to rate performance. All items of the checklist must receive an acceptable rating.

11.08 (Perform The Duties of Various Jobs in Food Service) Given a kitchen or line service situation, a supervisor, and job description; perform typical duties associated with various positions in food service work including, but not limited to; Cook's Helper, Kitchen Helper, Pantry Worker, and Trayline Worker. Performance must satisfy the job description and instructor's standards.

11.09 (Perform Bus Service Duties of Typical Restaurant/Cafeteria) Given instruction, condiment containers, dishes, silverware, waste items, tables, bus trays, and other necessary supplies; perform typical bus service duties.

Unit 12.0

12.01 (Use Units of Measures and Weights) Given proper instruction, typical measurement tools or equipment use measuring utensils or tools to determine proper ingredients for given recipe, perform measurement conversion as needed, to the instructor's standards.

12.02 (Plan Menus) Given a list of food item, sample menu forms, and necessary instructions; plan and write two menus. A checklist will be used to rate performance and all items must receive an acceptable rating.

12.03 (Plan Various Types of Menus) Given a list of food items, sample menu forms, and necessary instructions; plan and write the following types of menus: Short Order, Breakfast, Luncheon, Dinner, Buffet, and 7-Day. The menus must meet the instructor's standards.

12.04 (Plan Meals for Special Diets) Given a special diet (such as salt free), references and recipes; plan meals for the special diet. The menus must include the dietary requirements of the individual.

12.05 (Plan Menus to Utilize Leftovers) Given a list of foods including leftovers food items and the necessary instructions; plan two menus utilizing leftovers, and submit a written copy to your instructor.

12.06 (Menu Planning for Catered Events) Given a list of events which may be catered; plan a moderate and a deluxe menu for the event(s) selected by the instructor.

12.07 (Compute Prices of Food Products) Given an item to be priced, a cost of the materials list, and competitor's prices; compute prices so that the prices cover costs and include a profit margin which does not price the product out of competition.

12.08 (Prepare a Printed Menu) Given an event or prepared menu outline, necessary reference material and supplies; plan, design, and write a menu in a booklet form or on a sheet of paper for use by customers.

Unit 13.0

13.01 (Plan and Organize Overall Kitchen Operational Functions) Given a laboratory situation (kitchen and job) in which it is required to plan an organize operational functions for all work in the kitchen for cooks and cooks' helpers; plan and organize operations for all work to be done in one kitchen. Performance will be evaluated by a checklist and all items must receive an acceptable rating.

13.02 (Plan Cooking/Baking Schedule) Given cooking/baking orders, ingredient inventory, and a list of helps; plan cooking/baking schedule so that all items are produced on time. The schedule must allow for items to be produced in a quantity sufficient to meet unexpected demand.

13.03 Plan Food Production Per Customer Order, Per Day, and Per Week) Given instruction, a food service kitchen situation, and a customer's order or possible daily or weekly food needs; plan food production per customer order, per day, and per week. The instructor's standards must be met.

13.04 (Scheduling Work and Equipment Load) Given a food preparation assignment, such as a menu, recipes, and necessary instructions, plan a schedule for all foods to be cooked so that products requiring the longest cooking or baking time will be listed first and in descending order until all foods are listed. The list must be 100 percent correct as judged by the instructor.

Unit 14

14.01 (Identify Various Table Service Items) Given instruction, appropriate reference publications, and a situation requiring a table to be set up for service, identify table service items for the proper service as requested by the instructor.

14.02 (Fill Condiments) Given proper instruction, containers, and supplies; fill two condiment containers with correct amount of seasoning (such as salt and pepper). The seasoning should fill the container about 3/4 full. The instructor's standards applies.

14.03 (Fill Containers with Ice and Pour Beverage) Given ten glass or plastic containers and a pitcher of beverage, fill container 1/2 half full of ice. Pour beverage. Good sanitary practices must be followed. The instructor will rate the performance as acceptable or unacceptable.

14.04 (Test Food Products) Given a variety of freshly cooked food and utensils necessary for testing; test each food product, using the tasting, smelling, or piercing tests as appropriate. Reactions and finding must be consistent with those of the instructor or agree with the findings of the majority of the class.

14.05 (Portion Food For Service) Given instruction, necessary equipment, utensils, or measuring tools, and food to portion; portion food by weight, by measure, and by sight, meeting the instructor's standards.

14.06 (Slice Cooked Meats and Other Cold Cuts by Hand) Given supplies, equipment, and cooked meats and cold cuts; slice the meats and cold cuts using a hand or electric knife. The meats and cold cuts must be sliced to designated thickness and be of good appearance as judged by the instructor.

14.07 (Slice Cooked Meats and Other Cold Cuts By Using Electric Slicing Machine) Given supplies, equipment, and cooked meats and cold cuts; slice the meat and cold cuts using an electric slicing machine. The meat and cold cuts must be sliced to designated thickness and be of good appearance as judged by the instructor.

14.08 (Portion Desserts) Given a situation to dish desserts, portion at least five of each of the following desserts: Pudding, gelatin, and fruit. The desserts must be dished in correct portions in a manner to retain good form and appearance as judged by the instructor.

14.09 (Portion Cut Cakes and Pies) Given proper instructions, equipment needed, and food items; portion one cake and one pie to serve required number of people as determined by the instructor. A checklist will be used to rate performance and all items must receive an acceptable rating.

14.10 (Display Cakes and Pies) Given a situation to place a cake and pie, display one piece of precut cake and pie. The cake and pie must be plated in the center of the dish in a neat manner. Performance will be judged by the instructor.

14.11 (Prepare a Cafeteria Serving Line) Given instruction, a cafeteria serving line, necessary supplies, equipment, and materials; prepare a cafeteria serving line and serve food to meet the instructor's standards.

14.12 (Set Up Buffet Table) Given access to prepared foods and beverages, serving dishes and pieces, dinner plates, flatware, napkins, a tablecloth, a centerpiece, dessert plates, and a beverage service, set up a buffet table. Performance will be rated by a checklist and all applicable items must be rated "acceptable."

14.13 (Arrange Place Setting/Cover) Given instruction, diagrams or reference information concerning various types of settings, silverware, plates, and glasses, etc., and the requirement to set a place setting of cover for a dinner meal (or other meal as specified by the instructor), arrange the place setting/cover. Performance must meet the instructor's standards. A checklist will be used to rate performance.

14.14 (Set Restaurant Table Service) Given instruction, necessary supplies, utensils, and restaurant service setting, prepare typical restaurant table service. Meet instructor's standards.

14.15 (Meet and Aid Customers In a Good Will Capacity) Given a situation requiring the meeting of customers in a goodwill capacity, meet the customers. A checklist will be used to rate performance. All items must rate acceptable.

14.16 (Provide Customer Service) Given a food service setting, a customer to serve, and necessary items for service; provide service to the customer.

14.17 (Greet Customer at Table and Take Order) Given a restaurant situation, necessary equipment and supplies, instructions; greet customers and take their order. The performance must be to the instructor's standards. The written order transmitted to the chef must be 100 percent accurate with any special requests by the customer verbally repeated to the chef.

14.18 (Hand Serve Foods to Customer) Given instruction, a restaurant situation, necessary supplies including foods, hand serve foods to customer. Performance must meet standards of the instructor. Foods ordered must be served to customer with 100 percent accuracy.

14.19 (Present Check to Customer) Given a situation where the customer has been served at the table, present the check to the customer. Meet the instructor's standards of performance.

14.20 (Add Finishing Touches to Prepared Foods) Given a variety of prepared foods, proper instructions, and appropriate garnishes, add finishing touches to a minimum of four dishes: Salad, fruits, vegetables, and meat dish. The finishing touches must enhance the color, flavor, texture, and overall appearance of the dish as judged by the instructor.

Unit 15.01

15.01 (Prepare Foods by Cutting, Etc.) Given instruction, foods to prepare, and necessary supplies to include knives and cutting block, mixer, grater, etc., prepare foods by standard methods to include: Slice, chop, dice, mince, puree', julienne, grate, shread, and score. The performance must meet the instructor's standards.

15.02 (Prepare Dehydrated or Concentrated Foods) Given necessary equipment, a standardized recipe per food, ingredients, and supplies; prepare one dish each of three dehydrated foods provided by the instructor. The cooked foods must be at least 90 percent dehydrated, plump, and possess good texture, color, and flavor as judged by the instructor.

15.03 (Prepare Perishable Foods For Refrigeration) Given perishable foods and access to storage containers with covers, plastic bags, plastic wrap, and a clean cloth; prepare the foods for refrigeration. The foods must be covered and free of dirt particles.

15.04 (Tenderize Meats) Given a less tender cut of meat and access to recipe books, ingredients, a sharp knife, a container, a meat grinder, a cutting board, a wooden mallet, a pressure cooker, or a slow cooker; tenderize the meat. Performance will be rated by a checklist. All applicable items must receive a rating of "acceptable."

15.05 (Wrap Foods for Baking) Given necessary instruction, supplies, and food items; wrap three foods to be baked. A checklist will be used to rate performance and all items must receive an acceptable rating.

15.06 (Load Oven Racks [Baking]) Given an oven and food items, load the oven with foods. A checklist will be used to rate performance and all items must receive an acceptable rating.

Unit 16.0

16.01 (Use Spices and Herbs in Food Preparation) Given instruction, orientation to basic herbs and spices used in preparation of typical cafeteria foods, use the appropriate spices and herbs in the preparation of foods as required by the instructor. Performance must be to the instructor's standards.

Unit 17.0

17.01 (Prepare Cold Cereals) Given ingredients, necessary supplies, and equipment, prepare cold breakfast cereals as required by the instructor and meeting the instructor's standards.

17.02 (Cook Cereal) Given flaked or whole grain cereal, a standardized recipe for each cereal, equipment, and supplies; prepare two different types of cereal. The cereals should only be stirred enough to prevent lumping, but not enough to break cereal into small pieces or cause a gummy product. A checklist will be used to rate performance. All items must receive an acceptable rating.

17.03 (Make Toast) Given access to ingredients, baking sheet, broiler pan, or toaster; make toast. The toast must be evenly browned, flat, and crisp.

17.04 (Cook Eggs by Simmering, Frying, Poaching, and Scrambling) Given a standardized recipe, equipment, supplies, and eggs; prepare the eggs by simmering, frying, poaching, and scrambling.

17.05 (Prepare Fried Potatoes [Hash Browns]) Given instruction, prepared potatoes, ingredients, necessary supplies and equipment; prepare fried potatoes (hash browns) for breakfast serving.

17.06 (Cook Breakfast Meats) Given instruction, sausage, bacon, or ham breakfast meats; and necessary ingredients, supplies, and equipment; cook breakfast meats as specified by the instructor. Meet instructor's standards. Meat must be free of excess grease and cooked as specified.

17.07 (Make Pancakes) Given a recipe and access to ingredients, a sifter, measuring cup and spoons, a mixing bowl and spoon, a fork, a pancake turner, and a skillet or griddle; make pancakes. The pancakes must be uniform in shape and thickness; must be evenly browned on both sides; must be smooth, tender, and moist but not sticky; and must have a fine grain with evenly distributed cells.

17.08 (Make Quick Dough Waffles) Given instruction, equipment, tools, standardized recipe, and ingredients; prepare "soft batter from self-rising flour and make waffles. Standardized recipe must be followed and products must meet commercial food service standards or standards set by the instructor. Waffles must be uniform in shape and thickness, must be evenly browned on both sides, must be smooth, tender, and moist but not sticky, and must have a fine grain with evenly distributed cells.

Unit 18.0

18.01 (Trim, Cut, and Shread Fruits and Vegetables) Given the necessary food items, supplies, and equipment; trim, cut, and shread one each of the following fruits and vegetables: Carrot, onion, potato, and apple. Trim each type of fruit or vegetable using two means of cutting and shreading (hand and machine). The prepared fruits or vegetables must meet standards set by the instructor.

18.02 (Cook Vegetables and Fruits by Baking) Given fresh vegetables and fruits, the necessary equipment, and a standardized recipe, prepare a minimum of two vegetables and fruit dishes by baking. The vegetables should be baked to produce a product with good exterior appearance, of correct size, and of good color. The vegetables should be bright, even, fresh-looking, and moist. The texture should be tender and slightly crisp, not woody or tough. The flavor should be pleasant, not raw, strong, or burned as judged by the instructor.

18.03 (Parboil Vegetables, Fruits, and Meats) Given instruction, equipment, and food items, parboil one vegetable, fruit, and meat as selected by the instructor. The parboiled food items must be firm and not fully cooked. Prepared food items will be judged by the instructor.

18.04 (Boiled Rice) Given regular rice, supplies, utensils, and equipment; boil rice.

18.05 (Mash Potatoes) Given boiled potatoes, ingredients, necessary supplies, and standardized recipe; prepare mashed potatoes. The mashed potatoes must be creamy, smooth, free of lumps, of good color, and have good flavor as judged by the instructor.

18.06 (Cook Vegetables by Boiling, Simmering, and Steaming) Given necessary equipment, supplies, and vegetables (fresh, frozen, canned, or dehydrated as selected by the instructor), plus standardized recipes for boiling, simmering, and steaming vegetables; prepare a minimum of one vegetable dish using each method. A checklist will be used to rate performance. All items on the checklist should be rated acceptable.

18.07 (Cook Fruits By Boiling, Simmering, and Steaming) Given necessary equipment, supplies, and fruits (fresh, frozen, canned, or dehydrated as selected by the instructor) plus standardized minimum of one fruit dish using each method. The cooked fruits must maintain food color, flavor, and aroma with firm, moist, and tender texture as judged by the instructor.

18.08 (Cook Vegetables and Fruits by Broiling) Given fresh vegetables and fruits, the necessary equipment, and a standardized recipe, prepare a minimum of two vegetables and fruit dishes by broiling. Broiled fruits must possess good color, aroma, flavor, texture, and appearance. Broiled vegetables must possess a good exterior appearance; be cut to correct size; have good, even color; and be bright, fresh-looking, and moist. The texture should be tender and slightly crisp, not woody or tough. The flavor should be pleasant, not raw, strong, or burned. Performance will be judged by the instructor. All of the above characteristics must be rated acceptable.

18.09 (Deep Fat Fry Vegetables and Fruits) Given the necessary fruits and vegetables, proper equipment, ingredients, supplies, and a standardized recipe; deep fat fry at least two different fruits and vegetables as selected by the instructor. The fried foods should be firm, relatively free of fat, of good color, and taste fresh. Performance will be judged by the instructor.

18.10 (Cook Fruits and Vegetables by Glazing) Given standardized recipes, necessary equipment, supplies and food items, glaze one fruit and one vegetable by either cooking in the oven or on top of the range. The glaze must be of smooth, clear texture, and the dish must possess good color and flavor, as judged by the instructor.

18.11 (Cook Vegetables by Sauteing) Given a standardized recipe, equipment, supplies, and ingredients, prepare two vegetables dishes by sauteing. The vegetables dishes should be prepared to yield a product that is golden brown in color, free of excess fat, and which has a good, firm texture. The instructor will rate the performance.

18.12 (Make Casseroles Using Fruits and Vegetables) Given a recipe and access to ingredients, a mixing bowl, a vegetable brush, a paring knife, a saucepan, and a baking dish with a lid; make a casserole using fruits or vegetables. The fruits or vegetables must retain their natural color, and be crisp, not mushy, in texture.

Unit 19.0

19.01 (Prepare Food With Cheese) Given instruction, a recipe or recipes, all ingredients, supplies, and equipment; prepare foods with cheese.

19.02 (Prepare Milk-Based Dishes Such as Cream Soups, Chowder, and Sauces) Given a recipe and access to the ingredients, measuring cups and spoons, a saucepan or double boiler, a food processor, food mill, colander, sieve, or blender, and a wooden spoon; prepare a milk-based dish such as cream soup, chowder, or cream sauce. Performance will be rated by checklist and all applicable items must receive an acceptable rating.

Unit 20.0

20.01 (Prepare Roux to Thicken Warm Sauces) Given instruction, recipe, ingredients, necessary equipment, and materials; prepare a plain or French roux as a thickening agent for warm sauces.

20.02 (Prepare Sauces) Given a standardized recipe, necessary equipment, ingredients, and required information, prepare three kinds of sauces; plain, cream, and tomato. The sauces must meet the specified degree of thickness, have a light sheen, be smooth and free of lumps, taste velvety, and have a delicate flavor with starch completely cooked. Brown sauces must be rich brown. Velour sauces must be a creamy color.

20.03A (Prepare Soup Stock) Using a standardized recipe, necessary food items, supplies, and equipment; prepare one soup stock using the stockpot method. The stock must be clear, possess good color, and possess a good fresh flavor as judged by the instructor.

20.03B (Make Gravies) Given a standardized recipe, necessary supplies, equipment, and ingredients; prepare two types of gravy. Pan and giblet. The gravy must be free of lumps, light brown in color and of desired thickness that meets with standards set by the instructor.

20.03C (Prepare Soups) Given instruction, and all equipment, supplies, and ingredients needed; demonstrate methods and techniques of preparing soup under each of the following categories: (a) Thin, (b) Thick, (c) Special, and (d) Cold.

20.04 (Make Egg-Thickened Salad Dressing and Sauces Such as Mayonnaise and Hollandaise) Given a recipe and access to the ingredients, measuring cups and spoons, a mixing bowl and a spoon, a rubber spatula, a rotary beater, an electric mixer or blender, a saucepan, and a double broiler; make an egg-thickened dressing or sauce such as mayonnaise or Hollandaise. The dressing or sauce must have a sheen, be smooth and creamy in consistency, and must not curdle.

Unit 21.0

21.01 (Cut, Trim, and Bone Poultry, or Fish into Prescribed Portions for Steaks, Chops, and Fillets) Given proper instruction, necessary equipment, supplies, and specific cuts of meat; cut, trim, and bone the meat in proper portions for a fillet. Cut, trim, and bone the meat to the standards set by the instructor.

21.02 (Season and Bread Meats, Seafood, and Fowl for Baking, Roasting, Broiling, and Frying) Given a standardized recipe per meat type, equipment, supplies, and food items; season and bread one dish each of meat, seafood, and fowl. The meat must be breaded so the breading will cover completely the entire surface for even browning. Performance will be judged by the instructor.

21.03 (Clean Fish) Given an uncleaned fish and access to a sharp knife, a cutting board, newspaper, a fish scaler, kitchen shears, and paper toweling; clean the fish. The fish must be free of scales, blood, bits of viscera or membrane, and fins.

21.04 (Clean Poultry) Given uncleaned poultry and access to a sharp knife, a cutting board, and a dry cloth of paper towels; clean the poultry. The poultry interior and exterior surfaces must be rinsed thoroughly.

21.05 (Cut and Portion Red Meat) Given red meat, such as beef, pork, or lamb, and access to a large knife, a boning knife, a cutting board, and a saw; cut and portion the meat. The meat pieces must be cut smoothly, and must be cut across the grain.

21.06 (Cut and Portion Fish) Given raw fish and access to a sharp knife and cutting board, cut and portion fish. The fish must be cut smoothly and must not be torn or jagged.

21.07 (Cut up and Portion Fowl) Given a whole fowl, and access to a sharp knife and a cutting board, cut up and portion fowl. The pieces must be cut smoothly, be neither torn or jagged, and must not contain pieces of chipped bone.

21.08 (Cook Meats, Fish, and Fowl by Barbecuing) Given a standardized recipe, ingredients, measuring cups and spoons, mixing bowl and spoon, a meat slicer knife, a shallow baking pan or dish, pastry brush, aluminum foil, long handled fork or turner, and grill; prepare one dish of meat, fish, and fowl by barbecuing. The meat, seafood, or fowl must be coated evenly with barbecue sauce, well done, easy to cut, and lightly browned.

21.09 (Braise Meat, Seafood, or Fowl) Given recipe, ingredients, necessary processed meats, seafood, and fowl, required supplies and equipment (plate or piece of waxed paper, Dutch oven or heavy skillet with lid, and metal spatula); braise meat, seafood, or fowl. The finished product must be tender, juicy, and have a good brown color and be easy to cut.

21.10 (Bake or Roast Meat, Seafood, and Fowl) Given meat, seafood, or fowl, a recipe for baking or roasting and access to ingredients, a knife, a roasting pan with rack, a meat thermometer, metal skewers, a pastry brush, a fork, and aluminum foil; bake or roast meat, seafood, or fowl. The meat, seafood, or fowl must be easy to carve, juicy, well done, and evenly browned. The fish, in addition to the mentioned characteristics, must be flaky.

21.11 (Broil Meat, Seafood, or Fowl) Given processed food items, proper equipment, supplies and standardized recipe; prepare one meat, fish, and fowl dish by oven broiling. supplies should include butter, oil, or margarine, seasoning, meat tenderizer, carving knife, paper towels, aluminum foil, broiler pan with rack, a fork or pancake turner, and a pastry brush. The finished product should be easy to cut, browned evenly, juicy, and not charred or dried out.

21.12 (Deep Fat Fry Meat, Seafood, or Fowl) Given meat, seafood, or fowl processed for cooking, necessary equipment, supplies, ingredient, damp cloth, deep fat fryer with frying basket, tongs or fork, and paper toweling; deep fat fry the meat, seafood or fowl. The finished product must be very crisp, have golden brown surfaces, be well done, easy to cut, and free of grease. The fish should be moist, flake easily, taste fresh, and have a crisp golden brown outer covering.

21.13 (Grill Meat, Seafood, and Fowl) Given meat, seafood, or fowl, seasonings, a grill, a pastry brush, and tongs or a fork; grill the item. When cooked by grilling, it must be evenly browned, thoroughly cooked, and easy to cut.

21.14 (Stew Meat, Seafood, or Fowl) Given meat, seafood, or fowl, a recipe and access to ingredients, a clean cloth, a cutting board, a sharp knife, a plate, a covered kettle, a slotted spoon, and a serving bowl; stew meat, seafood, or fowl. When completed, it must be juicy, cook thoroughly, easy to cut, and evenly browned.

21.15 (Make Casseroles Using Meat, Seafood, or Fowl) Given a recipe and access to ingredients, a cutting board, a carving knife, a mixing bowl and spoon, and a baking dish with lid; make a casserole using a meat, seafood, or a fowl. The casserole must be thoroughly cooked, must be free of bones or bone slivers, and must be free of spillovers and scorching.

21.16 (Make Bread Stuffing or Dressing) Given a recipe and access to the ingredients, a sandwich knife, a measuring cup and spoons, a mixing bowl and spoon, a skillet, and a baking dish; make a bread stuffing or dressing. The bread stuffing or dressing must be light and slightly moist and must hold together.

Unit 22.0

22.01 (Prepare Congealed Desserts and Salads) Given a standardized recipe, necessary equipment, supplies, and ingredients; prepare one congealed dessert or salad by using plain gelatin. The appearance should have a smooth and glossy surface. Salad material should be distributed evenly throughout or arranged to form a design, with pieces being somewhat uniform in size. Color and flavor should be pleasing. The consistency should be that it is firm and well set. Performance will be rated by instructor.

22.02 (Mold Desserts) Given a recipe and access to ingredients, measuring cups and spoons, a small saucepan, a rotary beater or an electric mixer, a double boiler, and dessert molds; mold a dessert. The dessert must be firm enough to hold shape of mold when turn from it, but not firm enough to be tough.

22.03 (Make Uncooked Puddings) Given a recipe or a convenience mix and access to ingredients, a small dish, a saucepan or mixing bowl, measuring cups and spoons, a wooden spoon, a blender, rotary beater, or an electric mixer, waxed paper, and serving dishes; make an uncooked pudding. the pudding must be velvety smooth throughout, and firm but not runny, tough, or separated.

22.04 (Prepare Cooked Puddings) Given a recipe, ingredients, necessary supplies and equipment; prepare cream, baked, or boiled/steamed, and souffle' puddings. Follow a standardized recipe and meet the standards of the instructor. The pudding must be velvety smooth throughout, firm but not runny, tough, or separated.

22.05 (Make Boiled Custard) Given a standardized recipe, ingredients, supplies, and equipment; make boiled custard. The custard must thicken upon cooling, be firm and have a smooth, even texture. Performance will be rated by the instructor.

22.06 (Make Baked Custards) Given a recipe and access to ingredients, a double boiler, a mixing bowl and spoons, a saucer, custard cups, a knife, and a baking pan; make baked custard.

The baked custard must be smooth, must be moist and thickened, and must not show signs of separation of the watery liquid from the coagulated custard.

22.07 (Prepare Cookies) Given instruction, necessary equipment, supplies, and ingredients and standardized recipe; make three different types of cookies: Bar, dropped, and rolled. For each type of cookie, use the conventional method of mixing. Performance will be rated by checklist and all items must be rated acceptable.

22.08 (Make Puff Pastries) Given recipe, tools and equipment, and ingredients; prepare puff pastry. Puff pastry must be light and flaky and units must be uniform in size and appearance, with no waxy aftertaste.

22.09 (Prepare Eclair Paste Product) Given recipe, necessary kitchen tools and equipment, ingredients; prepare eclair paste products. Eclair past products must be light and hollow with thin, crisp walls. Units must be uniform in size and color.

22.10 (Prepare Sweet Dough Products) Given recipe, necessary tools and equipment, and ingredients; prepare sweet dough products as required by instructor and following standard recipe.

22.11 (Whip Cream) Given a recipe and access to ingredients, a mixing bowl, and rotary beater or electric mixer; whip cream. The cream must have fluffy, soft peaks, and a glossy surface.

22.12 (Make Dessert Sauces Such as Chocolate) Given a recipe and access to ingredients, measuring cups and spoons, a saucepan or a mixing bowl, and a wooden spoon; make dessert sauces, e.g., chocolate sauce, lemon sauce, hard sauce. The sauce must be smooth, free of lumps, and have the thickness of heavy cream.

22.13 (Prepare Glazes) Given a standardized recipe, necessary equipment, supplies, and food items; prepare a fresh fruit glaze. The glaze must be clear, free of lumps and semiliquid in nature as judged by the instructor.

22.14 (Make Meringue) Given a recipe and access to ingredients, a mixing bowl, a rotary beater or an electric mixer, measuring cups and spoons, a rubber spatula, a dessert or baking sheet covered with brown paper, and a cooling rack; make meringue. Performance will be rated by a checklist. All applicable items must be rated "acceptable."

22.15 (Prepare Uncooked Frostings) Given a recipe and access to the ingredients, measuring cups and spoons, a mixing bowl, a rubber spatula, and an electric mixer; prepare uncooked frosting. The frosting must be soft and creamy, moist, and easy to spread.

22.16 (Prepare Cooked Frostings) Given a recipe and access to ingredients, measuring cups and spoons, a double boiler or saucepan, two mixing bowls, a rubber spatula, a wooden spoon, and an electric mixer; prepare a cooked frosting. The frosting must be neither stiff nor runny, have a smooth, well-blended texture, and be easy to spread.

22.17 (Prepare Cream Fillings for Pies) Given a standardized recipe, supplies, and ingredients; prepare one cream pie filling by the conventional method. The filling must be free of lumps, smooth, full-flavored and rich, with no raw flour or starch taste as judged by the instructor.

22.18 (Make Pies With Custard Fillings) Given a recipe and access to ingredients, an unbaked pie shell, measuring cups and spoons, a mixing bowl and spoon, a rotary beater or an electric mixer, a pie pan, a knife, a metal spatula, a double boiler, meringue, and a cooking rack; make a pie with custard filling. The crust must be flaky or mealy in texture, be easy to cut, have no signs of sogginess, and be golden brown in color. The filling must be thick enough to hold its shape when cut and be smooth and well-blended in texture.

22.19 (Make Pies With Fruit Fillings) Given a recipe and access to the ingredients, measuring cups and spoons, two mixing bowls and a spoon, a pastry blender, a pastry board, a rolling pin, a paring knife, an apple corer, a pie pan, and a cooling rack; make a pie with fruit filling. The fruit pie filling must be blended thoroughly; the fruit must be easy to cut; and the crust must be golden brown and free of spillovers.

22.20 (Make Crumb Pie Crusts) Given a recipe and access to ingredients, a measuring cup and spoons, a mixing bowl and spoon, a rolling pin, waxed paper, a pie pan, and a cooling rack; make a crumb pie crust. The crumbs of the crust must be finely crushed; the crust must cut easily, hold its shape, have evenly distributed ingredients and even thickness.

22.21 (Make Standard Pie Crusts) Given a recipe and access to ingredients, measuring cups and spoons, a mixing bowl and spoon, a sifter, a pastry cutter, a saucepan, a fork, a pastry board, a rolling pin, a pie pan, and kitchen shears; make a pie crust. Performance will be rated by a checklist. All applicable items must receive a rating of "acceptable."

22.22 (Make Pastry Pie Crust) Given a standardized recipe, necessary equipment, and ingredients; prepare one pie pastry. A checklist will be used to rate performance and all items on the checklist must receive an acceptable rating.

22.23 (Make Cobbler) Given a standardized recipe, necessary ingredients, supplies, and equipment; prepare one fruit cobbler to be baked in the oven. The cobbler should have good flavor, color, and texture, with a delicately browned crust, to meet standards set by the instructor.

22.24 (Make Cakes) Given instruction, equipment, supplies, ingredients, and standardized formulas; make one cake with fat (cup, layer, or loaf) and one cake without fat (angel or sponge). A checklist will be used to rate performance and all items must receive an acceptable rating.

22.25 (Prepare Cake Icing) Given the necessary equipment and supplies, standardized recipe, and ingredients; prepare three types of cake icings: (a) buttercream, (b) broiled, and (c) fondant. The consistency and texture of the icings must enhance the appearance, flavor, and give moistness to the product as judged by the instructor and must be suitable for sale in a commercial food service business.

22.26 (Ice a Cake) Given the tools and equipment, formula, prepared cake and icing; ice the cake. The cake icing must be level and smooth and the iced cake must have straight sides and a flat top and icing must not be spread too thick on the cake.

Unit 23.0

23.01 (Prepare Dough) Given instruction, equipment, and supplies, standardized recipe, and ingredient; prepare dough for roll and sweet products.

23.02 (Make Yeast Dough Products) Given necessary equipment, implements, standardized recipes, and ingredients; prepare yeast dough products. Standardized recipe must be followed and represents performance actions. Standards are those required by commercial food service businesses for baked products and by standards established by the instructor.

23.03 (Make Quick Dough Products) Given instruction, equipment, tools, standardized recipes, and ingredients using quick dough batter; prepare required types of quick dough products following standardized recipes and to the instructor's standards or to commercial food service standards.

23.04 (Cook Pasta Such as Spaghetti, Egg Noodles, etc.) Given pasta and access to other ingredients, a large saucepan, a colander or large sieve, and a wooden spoon or long fork; cook the pasta, e.g., spaghetti, egg noodles, lasagna noodles. The pasta must be tender, but not mushy, and should not stick together.

23.05 (Make Dumplings) Given a recipe and access to the ingredients, measuring cups and spoons, a mixing bowl and spoon, a sifter, a pastry blender or two knives, and a saucepan with lid; make dumplings. The dumplings must have a tender texture, be cooked thoroughly with no dough center, and be uniform in size.

23.06 (Prepare Pizza Crust) Given a recipe and access to ingredients, measuring cups and spoons, a mixing bowl and spoon, and a baking pan; make a pizza. When completed the pizza must have a lightly browned, firm crust, and any cheese used must be melted but not burned.

Unit 24.0

24.01 (Use Nutritional Information in Planning Meals) Given instruction, resources or text, use available reference materials and a basic knowledge of good nutrition to plan well balanced meals for given groups or situations. The instructor's standards must be met.

24.02 (Plan Optimum Nutritional Benefits) Given instruction and appropriate references, pan the selection, preparation, and storage of food for optimum nutritional benefit according to special needs, such as: special diets, family eating pattern trends, food fads, social customs, and attitudes regarding foods.

Unit 25.0

25.01 (Order Food) Given necessary instructions, menus, and forms for ordering food; prepare food order for one week. The order forms must be filled out in a way that rates acceptable as judged by the instructor.

25.02 (Purchase Food) Given necessary instructions, menus, and a market order form; purchase food needed for a two-day period. The foods purchased must be rated acceptable on all characteristics listed on the checklist.

25.03 (Receive, Check, and Report Shipments Received) Given one shipment of merchandise and appropriate report forms, count the items and report total of merchandise to the supervisor (or instructor). If the total amount of the merchandise received does not agree with the amount ordered, report the discrepancy of the merchandise to the supervisor (or instructor). The total must be reported with 100 percent accuracy.

25.04 (Inspect Incoming Food and Beverages for Quality and Freshness) Given a situation in which arrangements have been made with a local store, cafeteria, or restaurant; inspect one shipment of incoming food and beverages, and give a verbal report. Findings must agree with the judgement of the person normally inspecting incoming foods at the establishment.

25.06 (Prepare Inventory Records for Purchased Food) Given a supply of inventory cards, a record of food items purchased, and access to food items on hand; prepare an inventory of each item. The inventory must include the number of items bought, used, and on hand. The inventory should be filled out the 100 percent accuracy.

25.07 (Keep Perpetual Inventory of Food Items) Given current, up-to-date inventory record containing information regarding food on hand and a case situation requiring the keeping of the inventory; update the inventory daily for one week. A checklist will be used to rate performance. All items on the checklist must receive an acceptable rating.

Unit 26.0

26.01 (Compute Prices) Given an item to be priced, a cost of materials list, and competitor's prices; compute prices. Prices must cover costs and include a profit margin which does not price the product out of competition.

26.02 (Purchasing Control [Planning Menu]) Given instruction, a typical food service situation where food needs to be supplied, identify foods to be purchased, and purchase foods to control prices. Performance must be to the instructor's standards.

26.03 (Daily Food Cost Report) Given instruction, sample form to follow, and typical daily food service expenses and revenues from sales, complete a "Daily Food Cost Report" to show the date, day, number of customers, average sale, weather conditions, and itemized costs for expenses showing the day, to date, and last month to date expenses. Total costs, total sales and food cost percentage should be shown. The report of daily food costs will meet the standards of the instructor.

26.04 (Maintain Purchase Record) Given instruction, a sample purchase report, and purchases to record and necessary supplies; maintain a purchase record according to the instructor's standards.

26.05 (Maintain Invoice Records) Given instruction, sample invoice records for reference, invoices of foods received, and necessary supplies; maintain invoice records to the standards of the instructor.

26.06 (Prepare Daily Cash Report) Given instruction, a sample "Daily Cash Report" and the necessary information to complete the report and all forms; prepare a daily cash report. The instructor's standards must be met.

Unit 27.0

27.01 (Interpret Labor Laws and Regulations) Given instruction, necessary references concerning labor laws and regulations, interpret typical labor laws and regulations that apply to the food service industry. Performance must meet the instructor's standards.

27.02 (Interpret Payroll Deductions for Taxes, Etc.) Given instruction and sample forms concerning income tax and other withholdings, interpret the typical forms used in income tax and other withholdings to the satisfaction of the instructor and itemize typical payroll deductions that a worker encounters. Performance must be to the instructor's standards.

27.03 (Locate Job Opportunities) Given job placement information such as newspaper ads and personal contacts, list a minimum of ten specific Food Service related jobs in the community. One week will be allowed to complete the task.

27.04 (Prepare Resume') Given examples of suitable resume'/personal data sheets, prepare and type (or print at a minimum) a personal resume' on paper acceptable to the instructor with all errors acceptably corrected.

27.05 (Compose Application Letter) Given a newspaper ad for a food service job, compose a letter of application. The letter must be mailable and include the necessary personal information.

27.06 (Interview for a Job) Given instruction on how to interview for a job, a job interview checklist, and a mock job interview; complete a job interview to the satisfaction of the instructor.

27.07 (Compose Follow-up Letter) Given a case situation by the instructor or from the textbook, compose and write a follow-up letter appropriate to the job application or interview situation and in mailable form. The finished letter must meet the instructor's standards.

27.08 (Complete a Typical Employment Application Form) Given an employment application form typical of the food service industry, complete the form with all information accurate, neatly typed or printed in an aligned in the form blanks.

Unit 28.0

28.01 (Identify Post-secondary Career Development Opportunities) Given an orientation to similar post-secondary career development programs, primarily the Associate Degree programs in Food Service Management at Greenville Technical College but including continuing education programs as well, a report of skill competencies developed during secondary training, and other information as needed; identify post-secondary career development opportunities.

UNIT 11.0

JOB OPPORTUNITIES IN FOOD SERVICE

UNIT 11.0 JOB DUTIES IN FOOD SERVICE

TASK 11.01 DISTINGUISH "FRONT OF THE HOUSE" AND "BACK OF THE HOUSE" DUTIES

PERFORMANCE OBJECTIVE:

Given instruction, a typical food service situation; distinguish between "Front of the House" and "Back of the House" jobs. Meet the instructor's standards.

PERFORMANCE ACTIONS:

11.0101 Identify typical "Front of the House" duties:
- a. Handle money
- b. Bus dishes
- c. Suggestive selling
- d. Merchandising techniques
- e. Handling knives
- f. Cleaning and Maintaining a carpet
- g. Rules of good housekeeping for a dining room
- h. Making coffee
- i. Garnishment of food

11.0202 Identify typical "Back of the House" duties:
- a. Safety precautions for kitchen and dish area and with equipment.
- b. Receiving and storage.
- c. Setting, operating, and cleaning a dish washing machine.
- d. Preventing waste (food and dish breakage).
- e. Cleaning equipment.
- f. Limitations concerning who can operate and clean certain types of equipment.

11.0103 Identify typical "Back of the House" food preparation (kitchen) duties:
- a. Read a recipe.
- b. Figure fractions for doubling a recipe or cutting it in half.
- c. Identify proper food handling techniques, proper food storage temperatures, etc.
- d. Demonstrate how to handle kitchen knives.
- e. Demonstrate ability to use cooking terms.

11.0104 Identify "Back of the House" cleaning duties:
- a. Show the proper way to clean surfaces.
- b. Prepare dishes for the dish washing machine.
- c. Clean and sanitize pots and pans.
- d. Describe the importance of the dishwasher position as it relates to the entire food service operation.

UNIT 11.0 JOB DUTIES IN FOOD SERVICE

TASK 11.01 DISTINGUISH "FRONT OF THE HOUSE" AND "BACK OF THE HOUSE" DUTIES (Con't.)

PERFORMANCE STANDARDS:

- In a given food service situation, identify or demonstrate "Front of the House" and "Back of the House" duties to the instructor's standards.

SUGGESTED INSTRUCTION TIME: 12 Hours

UNIT 11.0 JOB DUTIES IN FOOD SERVICE

TASK 11.02 TRAIN NEW EMPLOYEES

PERFORMANCE OBJECTIVE:

Given a laboratory situation with five* cooks and five* cooks' helpers and necessary instructions, train the employees. The employees being trained must demonstrate their understanding of the position and job through performance of the assigned tasks in a manner satisfactory to the instructor, based upon the job description.

*Number may be altered by instructor according to situation.

PERFORMANCE ACTIONS:

11.0201 Write a brief job description for each individual.

11.0202 Introduce new equipment, new systems, new work methods, and new tools to improve work.

11.0203 Explain or demonstrate to each individual what is considered satisfactory performance.

11.0204 Spend sufficient time with each individual to ensure that they understand tasks they are expected to perform.

11.0205 Evaluate the performance of workers, giving constructive criticism in a tackful manner.

PERFORMANCE STANDARDS:

- Using information provided by the instructor on job descriptions and correct working procedures, demonstrate that you can train employees.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 11.0 JOB DUTIES IN FOOD SERVICE

TASK 11.03 SERVE AS WAITRESS/WAITER

PERFORMANCE OBJECTIVE:

Given a laboratory situation in which the student is required to serve as a waitress or waiter in a food service establishment, perform the duties of waiter/waitress to the standards of the instructor and according to a job description provided by the instructor.

PERFORMANCE ACTIONS:

11.0301 Plan and organize work.

PERFORMANCE STANDARDS:

- Perform the duties of waiter/waitress to the standards of the instructor and according to the job description provided by the instructor.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT	11.0	JOB DUTIES IN FOOD SERVICE
TASK	11.04	PERFORM COUNTER SERVICE WORK

PERFORMANCE OBJECTIVE:

Given a laboratory situation, job description, and necessary materials; demonstrate the duties of a counter service worker according to the job description and the standards of the instructor.

PERFORMANCE ACTIONS:

11.0401 Clean glass counter shelves and windows and other surfaces.

11.0402 Place or fill tray stacks, napkin holders, and silver trays.

11.0403 Arrange counter for displayed foods.

11.0404 Prepare cold pans or cold table.

11.0405 Prepare steam table or hot counters.

11.0406 Assemble serving dishes.

11.0407 Assemble serving utensils.

11.0408 Assemble relishes, condiments, crackers, and pre-packaged food items.

11.0409 Prepare coffee, tea, or other beverages to be served.

11.0410 Attractively set up hot foods, salads, desserts, breads, and prepared beverages.

11.0411 Serve customers, answering questions if they need help.

PERFORMANCE STANDARDS:

- Demonstrate acceptable performance in the duties of counter service worker according to the job description provided and the standards of the instructor.

SUGGESTED INSTRUCTION TIME: 6 Hours

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UNIT 11.0 JOB DUTIES IN FOOD SERVICE

TASK 11.05 OPTIONAL PERFORM DUTIES OF PASTRY COOK

PERFORMANCE OBJECTIVE:

Given a laboratory situation, job description, and necessary materials; perform the duties of pastry cook to the standards of the instructor and according to the job description. Acceptable work must be entry-level quality for the food service industry.

PERFORMANCE ACTIONS:

11.0501 Interpret instructions for foods to be prepared.

11.0502 Correct, select or assemble proper equipment, tools, utensils, and equipment for assigned work.

11.0503 Grease or line pans.

11.0504 Measure accurately with scales and measures:
- Weigh ingredients
- Scale batter into pans.
- Scoop muffin batter.

11.0505 Follow written recipes and production charts accurately.

11.0506 Skillfully prepare and portion desserts, pastries, and breads.

11.0507 Organize efficient work support:
- Remove baked food from pans.
- Portion, cut, and wrap products.
- Clean baker's or cook's bench and utensils.
- Clean racks and ovens.

PERFORMANCE STANDARDS:

- Perform duties of pastry cook to the standards of the instructor and according to the job description given. Acceptable work must be entry-level quality for the food service industry.

SUGGESTED INSTRUCTION TIME: 6 Hours OPTIONAL

UNIT 11.0 JOB DUTIES IN FOOD SERVICE

TASK 11.06 SUPERVISE EMPLOYEES

PERFORMANCE OBJECTIVE:

Given a laboratory situation with five* cooks and five* cooks' helpers and proper instructions, supervise the employees. The employees being supervised must demonstrate their understanding of the position and job through performance of the assigned task in a manner satisfactory to the instructor, based upon job descriptions.*

*Number to be determined by instructor or situation.
**Instructor should furnish the job description.

PERFORMANCE ACTIONS:

11.0601 Work at keeping production rates high.

11.0602 See that the work is done in proper work center.

11.0603 See that work finished in one work center is moved to the next center in a progressive manner.

11.0604 See that all foods are prepared and served properly in dining rooms, at banquet and at all other functions, according to the standards as set up by the establishment.

11.0605 Compliment workers for exceptionally good work.

11.0606 Give only constructive criticism to workers.

11.0607 Encourage workers to give suggestions for improving work procedures.

PERFORMANCE STANDARDS:

- Using information provided by the instructor on position, job descriptions, and correct working procedures; demonstrate that you can supervise employees.

SUGGESTED INSTRUCTION TIME: 6 Hours (See "Train New Employees" also)

UNIT	11.0	JOB DUTIES IN FOOD SERVICE
TASK	11.07	SERVE AS COOK (HEAD CHEF)

PERFORMANCE OBJECTIVE:

Given a laboratory situation in which the student is required to serve as head cook (head chef) and supervise the kitchen staff (to be determined by the instructor); perform the duties of head cook (chef). A checklist will be used to rate performance. All items of the checklist must receive an acceptable rating.

PERFORMANCE ACTIONS:

11.0701 Plan and organize the work schedule.

11.0702 Plan and write menus.

11.0703 Calculate the amount of food needed for the day.

11.0704 Provide workers with menus and correct instructions.

11.0705 Supervise preparation of food.

PERFORMANCE STANDARDS:

- Based on a list of duties performed by the head cook (chef) (list provided by the instructor), perform the duties as directed by the instructor.

SUGGESTED INSTRUCTION TIME: 6 Hours

CHECKLIST ACCOMPANIES THIS TASK

Addendum to Task 11.07

CHECKLIST

SERVE AS HEAD COOK

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Organized and planned work schedule.		
2. Allowed sufficient time for completion of work.		
3. Distributed work load equally among workers.		
4. Wrote correct and easily-read menus.		
5. Planned menus adequately for group to be fed.		
6. Provided foods of varying color, texture, temperature, and flavor.		
7. Used food in season.		
8. Planned menus for appropriate occasion.		
9. Gave correct instructions to workers.		
10. Calculated amount of food needed each day with at least 95 percent accuracy.		
11. Checked food to determine if it was prepared and served according to standards set up by management (instructor).		

UNIT	11.0	JOB DUTIES IN FOOD SERVICE
TASK	11.08	PERFORM THE DUTIES OF VARIOUS JOBS IN FOOD SERVICE

PERFORMANCE OBJECTIVE:

Given a kitchen or line service situation, a supervisor, and job descriptions; perform typical duties associated with various positions in food service work including, but not limited to; Cook's Helper, Kitchen Helper, Pantry Worker, and Tray-Line Worker. Performance must satisfy the job description and instructor's standards.

PERFORMANCE ACTIONS:

11.0801 PERFORM KITCHEN HELPER DUTIES

a. Clean and wash small equipment, pots, and pans.
b. Clean an maintain kitchen work areas, sinks, large equipment, refrigerators, and storage areas.
c. Store staple supplies in storeroom.
d. Brings staples to work areas when needed.

11.0802 PERFORM COOK'S HELPER DUTIES

a. Clean vegetables.
b. Grinds meat.
c. Prepares meat for cooking.
d. Breads meat.
e. Prepares stew meats.
f. Strains soup stock.
g. Slices meats and cheeses.
h. Stores foods and supplies in storeroom, refrigerator or freezer.
i. Cleans and washes small and large equipment and utensils used in cooking.
j. Cleans and maintains cook's work area.

11.0803 PERFORM PANTRY WORKER DUTIES

a. Uses hand or electric equipment to:
    (1) Dice celery (french knife).
    (2) Make melon balls (dipper).
    (3) Slices eggs (hand slicer).
    (4) Operate electric food mixer and chopper.
    (5) Extracts juices (electric extractor).
    (6) Slices cold meat and cheese (electric slicer).

PERFORMANCE ACTIONS (Con't.):

b. Prepare salads, relishes, and cocktails:
  (1) Make fruit and vegetable combinations, and potato salad.
  (2) Prepare green salads and variations.
  (3) Make molded salads.
  (4) Prepare seafood salads.
  (5) Prepare seafood cocktails and canapes.

c. Make salad dressing and sauces:
  (1) Prepare mayonnaise base dressing.
  (2) Make French, Italian, and Roquefort dressing.
  (3) Prepare tartar sauce, cocktail sauce, and whipped cream.

d. Prepare a buffet service:
  (1) Make cold meat sandwiches.
  (2) Arrange cold meat plates and salad plates.
  (3) Arrange assorted relish dishes.
  (4) Prepare and arrange deviled eggs.
  (5) Carve and prepare meats and other foods for service.

e. Make refrigerated desserts such as whips, gelatins, shortcakes, puddings, and sauces.

f. (1) Cut and serve pies and cakes.
  (2) Prepare and serve cold plates.
  (3) Prepare a' la carte salads.
  (4) Clean equipment and utensils.
  (5) Clean work center, refrigerator, and sink.
  (6) Store and care for pantry foods.

11.0804 PERFORMS TRAY-LINE WORKER DUTIES

a. Check heated food service dishes.
b. Prepares line equipment for service.
c. Follow instructions and operates heating devices
d. Prepare utensils and other supplies for meal service.
e. Arrange cold foods, condiments, beverages, dishes, and accessories in proper place.
f. Make coffee and other beverages at noon and evening meal.
g. Turn off steam table.
h. Put food items away properly.
i. Clean equipment and work area.

UNIT 11.0 JOB DUTIES IN FOOD SERVICE

TASK 11.08 PERFORM THE DUTIES OF VARIOUS JOBS IN FOOD SERVICE (Con't)

PERFORMANCE STANDARDS:

- Perform the typical duties of food service workers according to given job descriptions, supervisor's instructions, and to meet the instructor's standards.

SUGGESTED INSTRUCTION TIME: 24 Hours

Addendum to Task 11.08

POSSIBLE STATIONS

FOR

FOOD SERVICE WORKER

STATION	FOOD PREPARED
Salad	Simple appetizers, salads, and sandwiches
Entree	Main parts of meal including meats, fish, poultry, and vegetables
Fry and Broil	"Cooked to Order:" Grilled, fried in deep fat, or broiled
Soup and Sauce	Soups, sauces, and gravies
Bake	Yeast breads, quick breads, cookies, pastries, and simple desserts
Service	Beverages and clean up operations

UNIT 11.0 JOB DUTIES IN FOOD SERVICE

TASK 11.09 PERFORM BUS SERVICE DUTIES OF TYPICAL RESTAURANT/CAFETERIA

PERFORMANCE OBJECTIVE:

Given instruction, condiment containers, dishes, silverware, waste items, tables, bus trays, and other necessary supplies; perform typical bus service duties.

PERFORMANCE ACTIONS:

11.0901 Replenish serving station during serving hours. Replenish coffee and tea.

11.0902 Fill condiment containers, arrange dishes and silverware in appropriate places. (NOTE: Follow sanitary procedures.)

11.0903 Remove soiled items from tables and stations. Clean tables rapidly, quitely, and carefully. Clean spills. Dust furniture.

11.0904 Carry loaded trays between kitchen and serving areas. Observe quite operation.

11.0905 Sort, count, and store utensils at designated places.

11.0906 Develop ability to use bus tray or cart to save steps and to decrease amount of time spend on the task.

11.0907 Exhibit a pleasant, cheerful attitude in making customers feel comfortable and assisting customer requests. Report customer complaints or suggestions to appropriate supervisor or manager as appropriate.

PERFORMANCE STANDARDS:

- Using a given situation and supplies, etc., bus tables as expected of employees in typical cafeterias or restaurants and to the instructor's standards.

Unit 11.0 JOB DUTIES IN FOOD SERVICE

TASK 11.09 PERFORM BUS SERVICE DUTIES OF TYPICAL RESTAURANT/CAFETERIA (Con't.)

SUGGESTED INSTRUCTION TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

- Sanitary procedures: Pick up glassware by the base, utensils by handles, and plates by the rim.
- Store unused glasses upside down.
- Use tongs, spoons, or other utensils to transfer ice and condiments to serving containers.
- These procedures will help prevent spreading of disease and contamination of food and, in addition, helps protect the employee from any diseases or illnesses the customer may have.

UNIT 12.0

MENU PLANNING

UNIT 12.0 MENU PLANNING

TASK 12.01 USE UNITS OF MEASURES AND WEIGHTS

PERFORMANCE OBJECTIVE:

Given proper instruction, typical measurement tools or equipment* use measuring utensils or tools to determine proper ingredients for given recipe perform measurement conversion as needed, to the instructor's standards.

*Measurement tools and equipment: thermometers, teaspoons, tablespoons, cups, quart, or gallon measuring utensils and (if applicable) baker's scale.

PERFORMANCE ACTIONS:

12.0101 Identify types of thermometers used in baking.

- oven
- candy
- deep-fat-frying
- dough

12.0102 Given typical kitchen situation, thermometer, read the thermometer accurately.

12.0103 Using the teaspoon, tablespoon, cups, quart, or gallon measuring implements, perform by capacity measure properly and accurately.

12.0104 Using a baker's scale, perform weights measure of ingredients for a given recipe.

12.0105 Identify proper method of measuring weighing typical foods: Flours, butter or shortening; liquids, oils, syrups...

12.0106 Make measurement conversions as necessary to change one measure into another, to increase or to decrease the quantity.

PERFORMANCE STANDARDS:

- Given typical measurement tools or equipment such as the baker's scale, an exercise requiring the measurement of weighing of various food ingredients such as flours, butters or shortenings, liquids; perform the proper measurements and weighings to the instructor's standards. In addition, demonstrate the proper reading of one or more thermometers used in baking.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 12.0 MENU PLANNING

TASK 12.02 PLAN MENUS

PERFORMANCE OBJECTIVE:

Given a list of food items, sample menu forms, and necessary instructions; plan and write two menus. A checklist will be used to rate performance and all items must receive an acceptable rating.

PERFORMANCE ACTIONS:

12.0201 Obtain a list of food items and sample menu forms.

12.0202 Select foods to be included in each menu.

12.0203 Write each menu in correct order and form.

PERFORMANCE STANDARDS:

- Plan two menus with given materials and information to the instructor's standards.

SUGGESTED INSTRUCTION TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

- Working with budgets.

CHECKLIST FOR OBJECTIVE OR PERFORMANCE ACTIONS:

- See attached checklist.

UNIT 12.0 MENU PLANNING

TASK 12.02 PLAN MENUS (Con't.)

CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Selected food from basic list.		
2. Selected a protein food for the main dish in each menu.		
3. Selected menu offerings to give contrast in form, texture, flavor, color, and temperature.		
4. Based menu pricing and selecting upon the budget and customer's ability to pay.		
5. Planned menus according to food habits and preferences of those to be served.		
6. Planned foods that can be prepared within available time in consideration of equipment on hand.		
7. Wrote menu in correct form and order.		

FACTORS CONSIDERED BEFORE PLANNING A MENU

Check	Comments
( ) Patrons	
( ) Occasion	
( ) Serving time	
( ) Size and skills of food preparation staff	
( ) Size and kind of kitchen facilities and equipment	
( ) Availability of food	
( ) Sales volume	
( ) Cost and profitability	
( ) What competition is offering	
( ) Size and skill of service staff	

UNIT 12.01 MENU PLANNING

TASK 12.03 PLAN VARIOUS TYPES OF MENUS

PERFORMANCE OBJECTIVE:

Given a list of food items, sample menu forms, and necessary instruction; plan and write the following types of menus: Short Order, Breakfast, Luncheon, Dinner, Buffet, and 7-Day. The menus must meet the instructor's standards.

PERFORMANCE ACTIONS:

12.0301 Obtain list of food items and sample menu forms.

12.0302 Select foods to be included in each menu.

12.0303 Write each menu in correct order and form (to instructor's standards):
- a. Short order menu
- b. Breakfast menu
- c. Luncheon menu
- d. Dinner menu
- e. Buffet menu
- f. 7-Day menu

PERFORMANCE STANDARDS:

- Plan one each Short order, Breakfast, Luncheon, Dinner, Buffet, and 7-Day menu using given information and materials to meet instructor's standards.

SUGGESTED INSTRUCTION TIME: 20 Hours

RATING GUIDE FOR MENU PLANNING

DIRECTIONS:

Step 1. Plan a menu which will meet the Basic Four Food Groups requirements. Identify the event for which your menu has been planned. Circle the heading which most nearly describes the meal for which your menu has been planned.

Event for which menu prepared: ______________________
Identify

Kind of Meal:
(Circle) Breakfast Lunch Dinner Short Order/Snack

Step 2. Write the name of each food in the space provided for the basic four group under which it was planned.

Basic four groups	Breakfast	Lunch	Dinner	Short Order/ Snack	Total
Bread and Cereal Group (4)					
Meat Group (2)					
Fruit and Vegetable Group (4)					
Milk Group (4)					

Step 3. The recommended servings for each group are enclosed in parentheses. Given yourself one point for each required serving entered in the food groups. Enter the total number of servings for one group in the column at the right.

Total points possible: 14

Points scored on rating:

Student: ______________________

UNIT 12.01 MENU PLANNING

TASK 12.04 PLAN MEALS FOR SPECIAL DIETS

PERFORMANCE OBJECTIVE:

Given a special diet (such as salt free), references and recipes; plan meals for the special diet. The menus must include the dietary requirements of the individual.

PERFORMANCE ACTIONS:

12.0401 Determine the meals to be served.

12.0402 Review the food list for the special diet.

12.0403 Plan the menus.

12.0404 Determine special methods that are necessary for food preparation.

12.0405 Determine the necessary equipment for preparing the meals.

12.0406 Plan in between meal snacks.

12.0407 Prepare a food supply order.

PERFORMANCE STANDARDS:

- Given a special diet (such as salt free), plan meals for the special diet.
- The instructor's standards applies.

SUGGESTED INSTRUCTION TIME: 10 Hours

RELATED TECHNICAL INFORMATION:

- Nutrition.
- If resource material is not available, see: Carlson, et. al., Nutrition for the Family (Curriculum Guide) which includes objectives, actions, instructional suggestions, etc., and Nutrition for the Family (Resource Packet) which includes factual explanations concerning nutrition topics and sample tests. Both paperback publications are available from the Articulation Coordinator.

UNIT 12.01 MENU PLANNING

TASK 12.05 PLAN MENUS TO UTILIZE LEFTOVERS

PERFORMANCE OBJECTIVE:

Given a list of foods including leftover food items and the necessary instructions; plan two menus utilizing leftovers, and submit a written copy to your instructor.

PERFORMANCE ACTIONS:

12.0501 Obtain a list of foods from which to select.

12.0502 Select foods to be used in menus.

12.0503 Write menus.
  a. Capitalize all words except articles, prepositions, and descriptive materials.
  b. Arrange foods in the order in which they are eaten in a meal.
  c. Utilize space, print and other factors that would give rapid comprehension (communications).
  d. Give the main course the prominent placement in the menu.
  e. List condiments only when they are special.
  f. Use accurate descriptions and terms.
  g. List beverage as the last item of the course with which it is served.

PERFORMANCE STANDARDS:

- Using a food list furnished by the instructor which includes leftover food, plan two menus utilizing leftover foods.

SUGGESTED INSTRUCTION TIME: 3 Hours

RELATED TECHNICAL INFORMATION:

- Describe proper storage of leftover foods.
- Identify leftover foods that can be reused safely.
- Demonstrate how to change the identity of leftover foods by:
  (a) Using it in a casserole
  (b) Making a soup
  (c) Making croutons
  (d) Making crumb toppings

(NOTE: Performance actions may be used as a checklist to rate performance and all items must receive an acceptable rating.)

UNIT 12.0 MENU PLANNING

TASK 12.06 (OPTIONAL) MENU PLANNING FOR CATERED EVENTS

PERFORMANCE OBJECTIVE:

Given a list of events which may be catered, plan a moderate and a deluxe menu for the event(s) selected by the instructor.

PERFORMANCE ACTIONS:

12.0601 Given (by student choice or instructor assignment) one or more of the events which may be catered from the following list, select reference/recipes:

- Adult birthday party
- Anniversary party
- Bachelor dinner
- Ball (formal)
- Banquet
- Bar/Bas Mitzvahs
- Barbecue
- Breakfast
- Brides dinner
- Business luncheon
- Catering boxes
- Christening
- Children's party
- Church dinner
- Cocktail party
- Dance (informal)
- Dinner party (small)
- Engagement party
- Shower
- Holiday/theme party
    - Christmas
    - New Years
    - Labor Day
    - Fourth of July
- Opening/Dedication
- Reception
- School function
- Tea
- Wedding
    - Breakfast
    - Morning
    - Afternoon
    - Evening

12.0602 Plan a moderate menu for the event.

12.0603 Plan a deluxe menu for the event.

12.0604 (Option) As an extension of this task, develop a SELLING PRICE per person for the moderate and deluxe menus based on: (a) disposal service (paper plates, plastic utensils, etc.) and (b) permanent service (per person).

PERFORMANCE STANDARDS:

- Plan a moderate and deluxe menu for given (or selected) events. If required, develop a selling price per person based on disposal and permanent service. The menus must meet the instructor's standards and the per serving price must be competitive for the local marketplace.

SUGGESTED INSTRUCTION TIME: 10 Hours (OPTIONAL)

UNIT 12.01 MENU PLANNING

TASK 12.07 COMPUTE PRICES OF FOOD PRODUCTS

PERFORMANCE OBJECTIVE:

Given an item to be priced, a cost of the materials list, and competitor's prices; compute prices so that the prices cover costs and include a profit margin which does not price the product out of competition.

PERFORMANCE ACTIONS:

12.0701 Calculate cost of each ingredient in item.

12.0702 Calculate cost of packaging item.

12.0703 Calculate overhead. (Optional)

12.0704 Calculate salary. (Optional)

12.0705 Calculate other direct/indirect cost. (Optional)

12.0706 Add total of steps (1) through (5).

12.0707 Add in profit margin.

12.0708 Price identical product sold by competition.

12.0709 Adjust price to be competitive.

PERFORMANCE STANDARDS:

- Compute prices of food products so the prices cover costs and include a profit margin which does not price the product out of competition.
- Meet instructor's standards.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 12.0 MENU PLANNING

TASK 12.08 PREPARE A PRINTED MENU

PERFORMANCE OBJECTIVE:

Given an event or prepared menu outline, necessary reference material and supplies; plan, design, and write a menu in a booklet form or on a sheet of paper for use by customers.

PERFORMANCE ACTIONS:

12.0801 Assemble necessary supplies, references, etc.

12.0802 Identify event or prepared menu outline.

12.0803 Plan the menu.

12.0804 Prepare a printed menu as it will appear to the customer.

PERFORMANCE STANDARDS:

- Plan, design, and write a menu for customer use from given information and supplies.

SUGGESTED INSTRUCTION TIME: 12 Hours

Addendum accompanies task.

Addendum To Task 12.08

CHECKLIST

Develop a Printed Menu

	Poor	Satisfactory	Good
1. Menu nutritionally balanced (if appropriate).			
2. Appetite appeal (variety and balance color, texture, flavor, temperature, etc.)			
3. Practically (cost, facilities, preparation ease and time, etc.)			
4. Client appeal.			
5. Booklet attractiveness.			
6. Practically of use and storage.			
7. Organization.			
8. Neatness.			
TOTAL			

UNIT 13.0

PLANNING, ORGANIZING, AND SCHEDULING

UNIT 13.0 PLANNING, ORGANIZING, AND SCHEDULING

TASK 13.01 PLAN AND ORGANIZE OVERALL KITCHEN OPERATIONAL FUNCTIONS

PERFORMANCE OBJECTIVE:

Given a laboratory situation (kitchen and job) in which it is required to plan and organize operational functions for all work in the kitchen for cooks and cooks' helpers; plan and organize operations for all work to be done in one kitchen. Performance will be evaluated by a checklist and all items must receive an acceptable rating.

PERFORMANCE ACTIONS:

13.0101 Follow basic rules for organizing work.

13.0102 Plan and organize work to be carried out.

13.0103 Plan and organize work areas considering:
(a) nature of work
(b) equipment and tools used
(c) available space

PERFORMANCE STANDARDS:

- Plan and organize overall operational functions for all work in one kitchen for a given situation to the instructor's standards.

SUGGESTED INSTRUCTION TIME: 12 Hours

CHECKLIST

PLAN AND ORGANIZE
OVERALL KITCHEN OPERATIONAL FUNCTIONS

Activity	RATING	
	Acceptable	Unacceptable
1. Planned and organized particular type work to be carried out in a specified location.		
2. Planned and organized work areas complete with all equipment, tools, and materials needed by the workers for a specified duty to be carried out efficiently.		
3. Planned overall functions so workers readily accepted new and better ways of doing a job.		
4. Planned work areas so each worker will have sufficient space to perform task required.		
5. Planned operational functions so that each worker was informed how to use new equipment or new tools to improve work.		

UNIT 13.0 PLANNING, ORGANIZING, AND SCHEDULING

TASK 13.02 PLAN COOKING/BAKING SCHEDULE

PERFORMANCE OBJECTIVE:

Given cooking/baking orders, ingredient inventory, and a list of helps; plan cooking/baking schedule so that all items are produced on time. The schedule must allow for items to be produced in a quantity sufficient to meet unexpected demand.

PERFORMANCE ACTIONS:

13.0201 Determine cooking/baking needs.

13.0202 Determine production schedule.

13.0203 Check that all ingredients are in stock, in sufficient quantity.

13.0204 Make sure equipment is available and working.

13.0205 Schedule helpers.

13.0206 Prepare contingency schedule.

PERFORMANCE STANDARDS:

- Plan cooking/baking schedule so that all items are produced on time. Schedule must allow for items to be produced in a quantity sufficient to meet unexpected demand.
- Meet instructor's standards.

SUGGESTED INSTRUCTION TIME: 12 Hours

UNIT 13.0 PLANNING, ORGANIZING, AND SCHEDULING

TASK 13.03 PLAN FOOD PRODUCTION PER CUSTOMER ORDER, PER DAY, AND PER WEEK

PERFORMANCE OBJECTIVE:

Given instruction, a food service kitchen situation, and a customer's order or possible daily or weekly food needs; plan food production per customer order, per day, and per week. The instructor's standards must be met.

(NOTE: In performance, this task may be combined with other tasks.)

PERFORMANCE ACTIONS:

13.0301 Plan food production per customer order:
- a. Read customer order.
- b. Plan food preparation.
- c. Follow oral directions.
- d. Give oral directions to others.
- e. Check order for completeness.

13.0302 Plan production for the day:
- a. Plan a schedule for product preparation.
- b. Follow written directions.
- c. Write directions for others.
- d. Follow oral directions.
- e. Give oral directions to others.
- f. Assign work to other employees.

PERFORMANCE STANDARDS:

- Plan food production per customer order, per day, and per week, using given orders or situations.
- Meet the instructor's standards for food production planning.
- (NOTE: This task may be combined with other tasks in performance.)

SUGGESTED INSTRUCTION TIME: 12 Hours

UNIT 13.0 PLANNING, SCHEDULING, AND ORGANIZING

TASK 13.04 SCHEDULING WORK AND EQUIPMENT LOAD

PERFORMANCE OBJECTIVE:

Given a food preparation assignment, such as [illegible] menu, recipes, and necessary instructions, plan a schedule for all foods to be cooked so that products requiring the longest cooking or baking time will be listed first and in descending order until all foods are listed. The list must be 100 percent correct as judged by the instructor.

PERFORMANCE ACTIONS:

13.0401 Check cooking time required for all products listed on menu.

13.0402 List cooking time for each product in descending order of preparation.

13.0403 Write the cooking schedule.

PERFORMANCE STANDARDS:

- Using a menu and recipes furnished by the instructor, plan a schedule for cooking all items listed on the menu so that all foods can be served at the same time.

SUGGESTED INSTRUCTION TIME: 6 Hours

Addendum checklist/rating sheet accompanies this task.

Addendum to Task 13.04

SCHEDULE OF
FOOD PREPARATION/WORK

Date ____________________

MENU

Menu Item	Worker Preparing Items	Recipe Codes	Number of Guests	Size of Portion

Date Due ________________

Student ______________________________

Instructor's Rating _________________

Comments ____

UNIT 14.0

PREPARATION FOR AND SERVING OF FOODS

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.01 IDENTIFY VARIOUS TABLE SERVICE ITEMS

PERFORMANCE OBJECTIVE:

Given instruction, appropriate reference publications, and a situation requiring a table to be set up for service, identify table service items for the proper service as requested by the instructor.

PERFORMANCE ACTIONS:

14.0101 Recognize dinner, steak, and butter knives.

14.0102 Recognize dinner, salad, dessert, oyster, and cocktail forks.

14.0103 Distinguish between tea, table, serving, soup and bouillon spoons.

14.0104 Identify water, juice, and ice tea glasses.

14.0105 Recognize dinner, salad, dessert, and bread and butter plates.

14.0106 Distinguish between saucers, cups, salad bowl, grapefruit dish, vegetable dish, soup bowl, soup cup, casserole dish, bread basket, tea pots, sugar bowl, creamer, underliners, coffee pot, water pitcher, salt and pepper shakers, napkins, placemats, trays, tray stand, food covers, ash trays, service stand, condiment bottles, dressing servers, table covers, etc.

PERFORMANCE STANDARDS:

- In a given situation, identify table service items as appropriate for the service requested by the instructor.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.02 FILL CONDIMENTS

PERFORMANCE OBJECTIVE:

Given proper instruction, containers, and supplies; fill two condiment containers with correct amount of seasoning (such as salt and pepper). The seasoning should fill the container about 3/4 full. The instructor's standards applies.

PERFORMANCE ACTIONS:

14.0201 Collect condiment containers and condiments.

14.0202 Fill condiment containers 3/4 full.

14.0203 Clean outside of condiment containers.

14.0204 Return condiment containers to appropriate location.

PERFORMANCE STANDARDS:

- Using containers and condiments provided, fill two containers with the condiments.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.03 FILL CONTAINERS WITH ICE AND POUR BEVERAGE

PERFORMANCE OBJECTIVE:

Given ten glass or plastic containers and a pitcher of beverage, fill containers 1/2 half full of ice. Pour beverage. Good sanitary practices must be followed. The instructor will rate the performance as acceptable or unacceptable.

PERFORMANCE ACTIONS:

14.0301 Gather supplies and containers.

14.0302 Place containers near ice.

14.0303 Fill containers with ice.

14.0304 Pour beverage to within 1/2 inch of top of glasses.

PERFORMANCE STANDARDS:

- Using containers, ice, and beverage provided by the instructor, fill containers with ice and pour beverage to a standard acceptable in local food service restaurants as interpreted by the instructor.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.04 TEST FOOD PRODUCTS

PERFORMANCE OBJECTIVE:

Given a variety of freshly cooked food and utensils necessary for testing; test each food products, using the tasting, smelling, or piercing tests as appropriate. Reactions and finding must be consistent with those the instructor or agree with the findings of the majority of the class.

PERFORMANCE ACTIONS:

14.0401 Taste test food.

14.0402 Smell test food.

14.0403 Pierce test food.

14.0404 Observe the appearance of the food product.

PERFORMANCE STANDARDS:

- Using the freshly cooked food provided, test each by tasting, smelling, or piercing as appropriate.
- Findings must agree with reaction of instructor or majority of class.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.05 PORTION FOOD FOR SERVICE

PERFORMANCE OBJECTIVE:

Given instruction, necessary equipment, utensils, or measuring tools, and food to portion; portion food by weight, by measure, and by sight, meeting the instructor's standards.

PERFORMANCE ACTIONS:

14.0501 Portion food by weight.

14.0502 Portion food by measure (standardized ladies, dippers...)

14.0503 Portion food by sight.

PERFORMANCE STANDARDS:

- Portion food by weight, measure, and sight meeting the instructor's standards.

SUGGESTED INSTRUCTION TIME: 12 Hours

RELATED TECHNICAL INFORMATION:

- Measuring

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.06 SLICE COOKED MEATS AND OTHER COLD CUTS BY HAND

PERFORMANCE OBJECTIVE:

Given supplies, equipment, and cooked meats and cold cuts; slice the meats and cold cuts using a hand or electric knife. The meats and cold cuts must be sliced to designated thickness and be of good appearance as judged by the instructor.

PERFORMANCE ACTIONS:

14.0601 Acquire meat and cold cuts from instructor.

14.0602 Place meat or cold cuts on cutting board.

14.0603 Grasp handle of knife between thumb and forefinger of hand with finger following curve of handle.

14.0604 Place portion of blade of slicing knife nearest to handle on meat or cold cuts to be sliced.

14.0605 Pull back on knife at the same time pressing firmly downward using a long sweeping stroke.

PERFORMANCE STANDARDS:

- Using supplies, equipment, meats and cold cuts provided; slice each meat and cold cut by hand.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.07 SLICE COOKED MEATS AND OTHER COLD CUTS BY USING ELECTRIC SLICING MACHINE

PERFORMANCE OBJECTIVE:

Given supplies, equipment, and cooked meats and cold cuts; slice the meat and cold cuts using an electric slicing machine.* The meat and cold cuts must be sliced to designated thickness and be of good appearance as judged by the instructor.

*Omit task if suitable equipment is not available.

PERFORMANCE ACTIONS:

14.0701 Acquire meat and cold cuts from instructor.

14.0702 Place meat or cold cuts on holding plate.

14.0703 Place holding plate (with teeth) on top to secure the item.

14.0704 Select proper speed and thickness on selector dial.

14.0705 Start the slices by turning on the main switch.

14.0706 Turn the portion dial past zero.

14.0707 Stop machine by returning portion dial to zero.

PERFORMANCE STANDARDS:

- Using supplies, equipment, cooked meats and cold cuts provided by the instructor, slice by using an electric slicing machine.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.08 PORTION DESSERTS

PERFORMANCE OBJECTIVE:

Given a situation to dish desserts, portion at least five of each of the following desserts: Pudding, gelatin, and fruit. The desserts must be dished in correct portions in a manner to retain good form and appearance as judged by the instructor.

PERFORMANCE ACTIONS:

14.0801 Obtain dessert from instructor.

14.0802 Obtain necessary dishes and serving utensils.

14.0803 Dish desserts according to set standards.

PERFORMANCE STANDARDS:

- Dish given desserts using materials provided and meeting instructor's specifications.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.09 PORTION CUT CAKES AND PIES

PERFORMANCE OBJECTIVE:

Given proper instructions, equipment needed, and food items; portion one cake and one pie to serve required number of people as determined by the instructor. A checklist will be used to rate performance and all items must receive an acceptable rating.

PERFORMANCE ACTIONS:

14.0901 Obtain cake and pie from instructor.

14.0902 Gather needed supplies and utensils.

14.0903 Cut cake and pie into designated number of portions.

PERFORMANCE STANDARDS:

- Using instructions, equipment, and food items provided, cut one cake and one pie. The instructor will specify the number of persons to be served.
- All items on a checklist used to rate performance must be acceptable.

SUGGESTED INSTRUCTION TIME: 2 Hours

RELATED TECHNICAL INFORMATION:

Checklist

ACTIVITY	RATING	
	ACCEPTABLE	UNACCEPTABLE
1. Used proper equipment, utensils.		
2. Cut into smooth, even pieces.		
3. Cut into sizes according to established standards.		
4. Cut into sizes that would serve required number of persons		

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.10 DISPLAY CAKES AND PIES

PERFORMANCE OBJECTIVE:

Given a situation to place a cake and pie, display one piece of precut cake and pie. The cake and pie must be plated in the center of the dish in a neat manner. Performance will be judged by the instructor.

PERFORMANCE ACTIONS:

14.1001 Gather necessary supplies and utensils.

14.1002 Plate the cake and pie.

PERFORMANCE STANDARDS:

- Place one piece of precut cake and pie on a plate provided by the instructor.
- The performance must meet the instructor's standards.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.11 PREPARE A CAFETERIA SERVING LINE

PERFORMANCE OBJECTIVE:

Given instruction, a cafeteria serving line, necessary supplies, equipment, and materials; prepare a cafeteria serving line and serve food to meet the instructor's standards.

PERFORMANCE ACTIONS:

14.1101 PRESERVICE PREPARATIONS FOR CAFETERIA SERVING LINE

a. Arrange trays at end of line, checking that they are clean and dry.
b. Place silverware for customers to pick up (in boxes or wrapped in napkins).
c. Place napkins (if not used to wrap silverware).
d. Clean all shelves and surfaces along serving line.
e. Put ice in units where cold foods are served (pack it so it will not slide or be knocked out of the serving area).
f. Fill steam table with water as instructed. Set regulators on hot tables to keep hot foods hot.
g. Place dishes in assigned areas. Check to ensure they are clean.
h. Set out a clean wiping cloth in a convenient place below the serving shelf but out of the customer's sight.
i. Collect the serving utensils necessary for the serving of food and set them out on the line.

14.1102 SERVE AT STEAM TABLE

a. Maintain meats and other foods at steam table in attractive display. Keep garnish attractively arranged to add to appeal of food.
b. Wipe service container rims before placing them in steam table and during serving to keep the service area clean.
c. Check to be sure that the proper serving utensils are ready for service.

14.1103 SERVE AT THE SALAD COUNTER

a. Inspect counter to ensure it is clean.
b. Arrange salads so there is contrast in color and so the overall appearance is attractive to the customer.

PERFORMANCE ACTIONS (Con't.):

c. Arrange items in orderly manner, using similar size or shape plates/bowls for rows, etc. Arrange garnishes on same side of plates in a row. Place highest part of lettuce leaf at back of plate so customer can see salad.

14.1104 SERVE AT DESSERT COUNTER

a. Keep dessert counter clean and desserts arranged in an orderly and attractive display. Containers of a similar size or shape should be displayed together.
b. Place iced cakes and pies so the customer can see the filling and crust or icing.
c. Portion desserts according to supervisor's /manager's instructions.

14.1105 WORK ON SERVING LINE

a. Place food within rim of plate.
b. Avoid flooding plate with juices, etc.
c. Avoid mixing foods in plate.
d. Wipe rim of plate before handling it to customer.
e. Ask customer for information concerning the serving of food.
f. Exchange full pans for empty ones instead of putting fresh food into empty containers.
g. Move salads and desserts forward placing fresh food to rear.
h. Know the food items on the day's menu.

PERFORMANCE STANDARDS:

- Prepare a cafeteria style service line, serve at steam table, salad counter, and dessert counter using given equipment, supplies, and materials in a manner meeting the instructor's standards.

SUGGESTED INSTRUCTION TIME: 4 Hours

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.11 PREPARE A CAFETERIA SERVING LINE (Con't.)

CHECKLIST

Prepare a Cafeteria Serving Line

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled food items and equipment correctly.		
2. Arranged food according to type of service.		
3. Handled food in a sanitary way.		
4. Served food attractively.		
5. Served standardized portions.		
6. Served foods at correct temperature.		
7. Served food in a pleasant manner.		

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.12 SET UP BUFFET TABLE

PERFORMANCE OBJECTIVE:

Given access to prepared foods and beverages, serving dishes and pieces, dinner plates, flatware, napkins, a tablecloth, a centerpiece, dessert plates, and a beverage service, set up a buffet table. Performance will be rated by a checklist and all applicable items must be rated "acceptable."

PERFORMANCE ACTIONS:

14.1201 Assembly items needed for setting buffet table.

14.1202 Place tablecloth on table.

14.1203 Place centerpiece on table.

14.1204 Place stacked dinner plates at beginning of serving line.

14.1205 Arrange dishes/platters of food on table.

14.1206 Place napkins and flatware at end of serving line.

14.1207 Place beverages on a side table, or serve beverages later when customers are seated.

14.1208 Clear buffet table.

14.1209 Reset table for dessert course.

14.1210 Provide an area for dirty dishes, beverage glasses, and flatware if not designated.

PERFORMANCE STANDARDS:

- Set up a buffet table that meets the criteria outlined by the Guide "checklist."
- Meet the instructor's standards.

SUGGESTED INSTRUCTION TIME: 6 Hours

Addendum To Task 14.12

CHECKLIST

SET UP BUFFET TABLE

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Tablecloth placed on table with centerfold crease running lengthwise. Cloth even on all sides of table.		
2. Centerpieces centered on tables so that a balanced arrangement results and does not interfere with the food service.		
3. Dinner plates provided at beginning of service line.		
4. Food dishes with serving pieces arranged in order to be selected.		
5. Flatware and napkins were at proper end of serving line or already set on the dining table.		
6. The beverages were ready for self-service in an appropriate location.		
7. Dessert table (area) set up appropriately.		

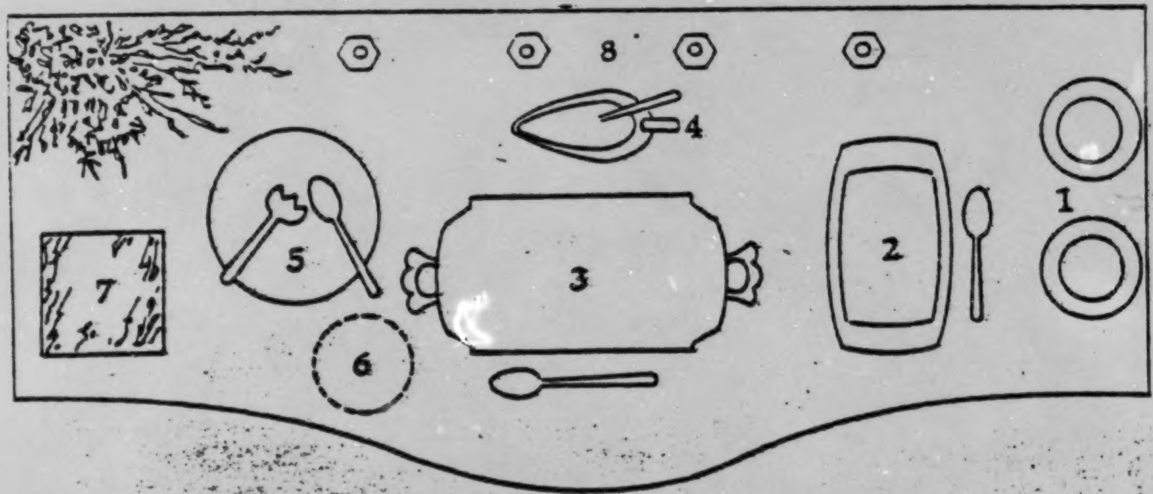
CHECKLIST

(Serve Buffet Style Meal)

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Filled serving dishes and placed them in the designated areas on the buffet table.		
2. Refilled empty or nearly empty serving dishes without delaying serving line.		
3. Replinished dinner plates, flatware, and napkins as needed.		
4. Poured and refilled beverages without spilling.		
5. Removed dirty dishes and flatware as guests had no further need for them.		
6. Cleared the main course from the buffet table.		
7. Reset the buffet table.		

Addendum to Task 14.12

To serve a buffet



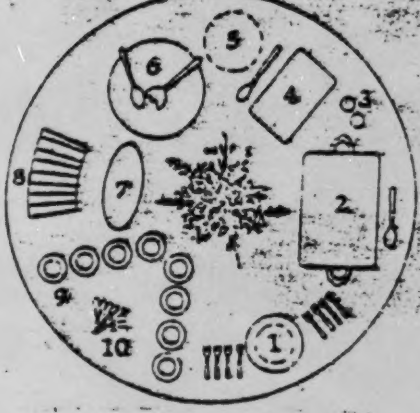
From a sideboard

When the buffet is small and seated, the sideboard is most convenient for serving. The dining table is completely set with napkins, silver, drinks, condiments, and breads — everything except the dinner plates

(1) Guests proceed down the line: dish of rice (2) served under meat dish (3) with sauce (4) conveniently at hand.

Salad (5) has space next to it for setting down plate (6) for serving.

Cheese board (7) comes last. Candlesticks, figurines, or whatever ornaments decorate back (8). Arrangement at side gives asymmetric interest and doesn't crowd food. Dessert and plates will be brought after main course has been cleared.



In the round

A round buffet works well for a small gathering of eight where guests sit about the room.

Dinner plates and forks (1). Meat dish (2). Pepper and salt shakers (3). Vegetable (4). Place to put plate (5) while serving salad (6). Bread (7). Napkins (8). Dessert plates and spoons (9). Demitasses (10).

After the main course has been removed, dessert plates and spoons will be moved to position (1). Coffee pot, cream, and sugar will fill void between demitasses.

Addendum to Task 14.12

CHECKLIST

(Catered Event)

COVER	Poor	Fair	Good
1. Each cover set correctly.			
2. Adequate and appropriate silver, china, glassware.			
3. Adequate space allowed.			

APPOINTMENT			
1. Appropriate table appointment.			
2. Attractive and neat appearance.			

FLOOR			
1. Adequate space allowed for ease in movement.			
2. Appropriate location for all tables.			
3. All guests are able to view heat table easily.			

BUFFET (If applicable)			
1. Attractively arranged.			
2. Table appointment and food logically placed.			

TIME AND EASE OF WORK			
TOTAL			

Addendum to Task 14.12

RATING SHEET
FOR
CATERED EVENT

DIRECTIONS: Rate the student in the appropriate block using the possible rating as the maximum for the performance being rated. Two rating blocks are provided so the student may be rated twice or by teacher and peers.

PRE-PREPARATION		Possible Rating	Rating #1	Rating #2
Planning	Plans carefully made; obtained good group cooperation; responsibilities equally shared; new learning opportunities; plans presented on time.	10		
Menu Management	Menu well chosen in relation to equipment and personnel resources; good contrast in color, texture, flavor; temperature of foods; shapes; meal interesting.	5		
Menu Cost and Market Order	No excess expense; cost of foods summarized; accurate costing; menu neatly done; foods ordered in quantities suitable to the number of persons being served.	5		
PREPARATION				
Direction and Recipe	Directions followed carefully and without supervision; seldom makes mistakes.	5		
Supplies and Equipment	Food measured accurately; amounts prepared in accordance with plans; no voidable waste.	5		

Preparation Techniques	Stand preparation techniques followed; food prepared accurately.	10		
Meal Management	Good use of time and equipment; plans followed; tasks completed on time; group cooperative and pleasant.	10		
Neatness of Work	Working area orderly and clean; dishes washed as used when possible.	5		
Personal Habits	Different spoons used for samplings; hands always clean when handling foods.	5		
Safety Habits	Appropriate holders used as needed; directions for use of equipment followed; cutting tools used correctly; on utensils away from work area.	5		
Product	Attractive appearance; proper doneness, temperature; eating quality good; pleasing taste.	10		
SERVICE Table Setting	Appropriate dishes; silver and table cover selected; tablesetting correctly arranged; centerpiece appropriate and attractive.	5		
Facilities	Room arranged appropriately and attractively to accommodate group and type of event planned.	5		

Serving	Appropriate amounts served; food arranged neatly and attractively; food correctly and skillfully served; hot foods hot and cold foods cold	5		
CLEAN-UP				
Clean-up	Food and equipment put away; range, counter table and sink clean; room in order.	5		
	TOTAL	100		

Comments: ______________________________

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Source: Catering Services, Competency-based Teaching Module,
Washington, DC: U.S. Government Printing Office
(Occupational Home Economics Education Series), 1977.

Addendum to Task 14.12

CHECKLIST

STANDARD FOR EVALUATING FLORAL ARRANGEMENTS
(Special Event)

Has the floral arrangement been chosen based on the following four factors:

	YES	NO
1. Placement.	( )	( )
2. Container.	( )	( )
3. Size and shape of table.	( )	( )
4. Kinds, size, and shape of flowers, foliage, etc., to be used.	( )	( )

One of six basic shapes for flower arrangements followed:

1. "S" Curve ( )
2. Side Triangle ( )
3. Crescent ( )
4. Horizontal ( )
5. Triangle ( )
6. Oval ( )

The arrangement used:

	YES	NO
1. Line.	( )	( )
2. Focal (mass and form).	( )	( )
3. Filler Flowers.	( )	( )

Following general rules followed:

	YES	NO
1. Placed line materials in arrangement first. (Line flowers have florets growing along stem to create a line. Example is a gladiola.)	( )	( )
2. Mass material added after the line material. (Mass flowers have florets growing at end of stem...giving bulk to arrangement. Examples are roses and geraniums.)	( )	( )
3. Form flowers are added after mass material. (Form flowers have a distinctive form. Examples are orchid, poinsettia, dutch iris, or distinctive leaves.)	( )	( )
4. Added filler material last. (Filler material is used to give solidity or to fill in. Examples are baby's breath and Queen Anne's lace.)	( )	( )

Sample Activity or Test For Task 14.12

CATERED EVENT PROJECT

DIRECTIONS: Plan a catered event based on a customer's request for various services.

Student ______________________________

Date Due ______________________________

Problem 1

Bethune Church congregation will celebrate its founding twenty years ago by having a Sunday evening dinner with former ministers of the church and other guests invited. The event is to be informal and emphasize fellowship. There will be no church service. Entertainment will be provided by the lively teenagers of the church.

The event will be held in the fellowship hall with adequate seating for the estimated 300 anticipated and the caterer will be assisted as needed by the women, men, and youth of the church.

The event committee has made the following requests:

1. The caterer be in charge of all food, beverages, and table arrangements.

   Entertainment will be provided by the church congregation (teenagers) and will consist of "Picking and singing" of old time music with a family theme.

   The theme of the event will center around old time basics of family and the music, dress, and events of twenty years ago.

2. The food served should be very light.

3. A head table for guests and event leaders should be provided.

   A special table near the piano should be arranged for the entertainment group. (approximately 10).

4. The decorations should feature the theme of the event and be appropriate for the setting, etc.

5. The event committee requests that a proposal be submitted to them outlining the menu, decorations, and cost per plate (per person). In addition, the committee requests a list of volunteer people needed to support the caterer.

   The committee will evaluate three (3) proposals from caterers and select one based on; cost per person, proposed menu, decorations, organizational ability, of the caterer as demonstrated by the proposal, and the overall quality of the proposal.

Problem 2 (Catered Event)

Mr. and Mr. A. E. Turner have a daughter that will be married sixty days from today. Mr. Turner is a prominent attorney and Mrs. Turner is well known socially. They reside outside Greenville in the small community of Fountain Inn on a working farm with a very large house and unusually landscaped garden yard with a brick patio that should hold about 100 people. Surrounding areas include a pool with cement area where about 50 people could sit and stand and a formal garden area which should hold about 150 people. The house areas open will hold 100 people.

The Turner's have indicated that they want a wedding reception at their house, preferably outside since the weather forecast indicated that there will be excellent weather at that time with no probable rain.

They want a very elegant wedding reception and are not limited in budget (however, Mr. Turner is a sound businessman and will choose the caterer based partly on the budget proposed). The event definitely has to be refined and must not require any time or work from the Turners.

Approximately 450 people have indicated that they will attend and Mr. Turner indicates that an additional 100 drop-in's (political friends) should be planned for as well.

Plan the event with all details outlined and submit the plans to the Turners in one week.

The catered plan should include but not limited to:

1. Menu.
2. Cost per plate.
3. Decoration theme and details.
4. Cost of entire event.
5. Schedule.
6. Labor needed (if volunteer) add to budget summary if labor furnished by caterer).

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.13 ARRANGE PLACE SETTING/COVER

PERFORMANCE OBJECTIVE:

Given instruction, diagrams or reference information concerning various types of settings, silverware, plates, and glasses, etc., and the requirement to set a place setting of cover for a dinner meal (or other meal as specified by the instructor), arrange the place setting/cover. Performance must meet the instructor's standards. A checklist will be used to rate performance.

Services:
1. Appetizer
2. Salad
3. Entree
4. Dessert
5. American, Banquet, or Regular Service
6. French Service

PERFORMANCE ACTIONS:

14.1301 Assemble necessary supplies. (Use a table with spread in place.

DINNER SETTING

14.1302 Arrange dinner plate (1 inch from edge of table).

14.1303 Place knife to right of dinner plate with sharp edge of blade turned toward plate with tip of handle approximately one inch from table edge.

14.1304 Place teaspoon to the right of the knife with the top of the handle one inch from the table edge.

14.1305 Place the cup and saucer to the right of the teaspoon.

14.1306 Set the goblet above the knife about one inch from the top of the blade.

14.1307 Place the dinner fork to the left of the dinner plate with the top of the handle about one inch from the table edge.

14.1308 Place the bread and butter plate at the top of the fork.

14.1309 Place the napkin to the left of the fork about one inch from the edge of the table.

14.1310 Check the cover.

UNIT	14.0	PREPARATION FOR AND SERVING OF FOODS
TASK	14.13	ARRANGE PLACE SETTING/COVER

PERFORMANCE STANDARDS:

- For a situation given by the instructor, arrange one or more place settings/cover. Meet the instructor's standards.
- A checklist will be used to evaluate performance.

SUGGESTED INSTRUCTION TIME: 6 Hours

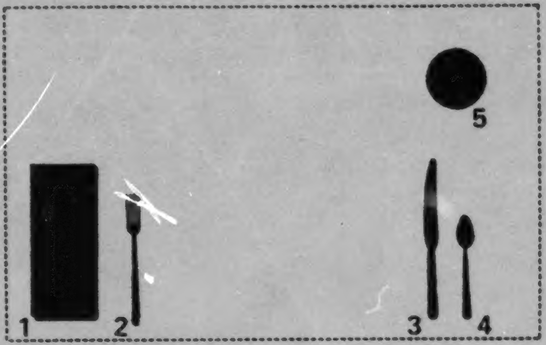
See: Addendum - diagram of service covers.

COVER SETUP SUGGESTIONS

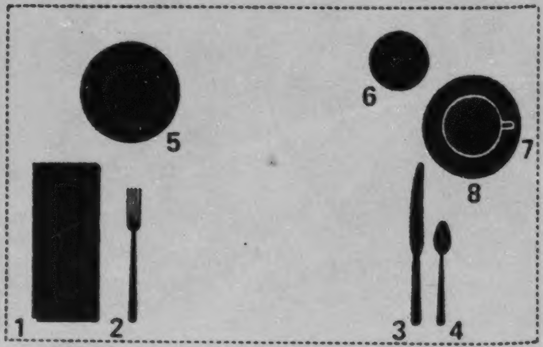
(These four basic cover setups are recommended minimum standards.)

Cover setup for breakfast:
1. Napkins
2. Dinner fork
3. Dinner knife
4. Teaspoon
5. Water glass

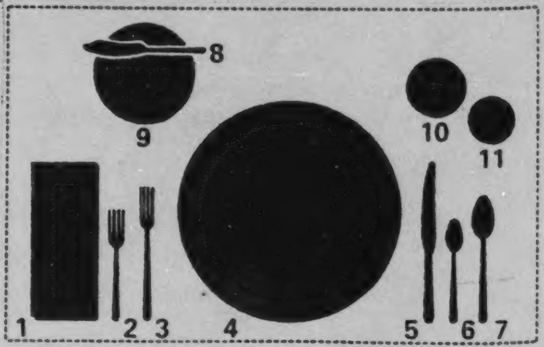
If rolls are served in a basket, a bread and butter plate is used in the cover setup.



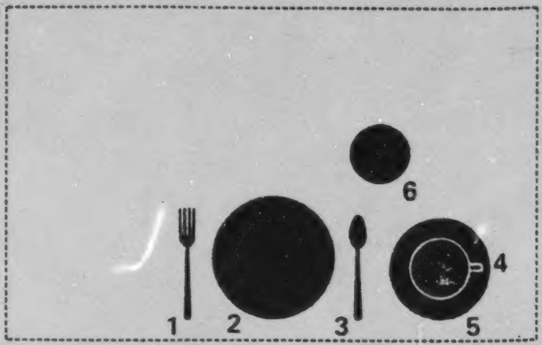
Cover setup for lunch:
1. Napkin
2. Dinner fork
3. Dinner knife
4. Teaspoon
5. Bread and butter plate
6. Water glass
7. Cup
8. Saucer



Cover setup for dinner:
1. Napkin
2. Salad fork
3. Dinner fork
4. Cover plate
5. Dinner knife
6. Teaspoon
7. Soup spoon
8. Butter spreader
9. Bread and butter plate
10. Water goblet
11. Wine glass



Cover setup for dessert course:
1. Dessert fork
2. Dessert plate
3. Teaspoon
4. Cup
5. Saucer
6. Water glass or goblet



Source: Food Service Careers by Cornelius

CHECKLIST FOR PLACEMENT OF DISHES, FLATWARE, AND GLASSES ON A COVER

DIRECTIONS: Apply these rules and illustrations as guidelines for minimum standards when setting a cover.

		Yes	No
1.	Dinner plate - 1 inch from edge of table.	( )	( )
2.	Knife right of dinner plate with sharp edge of blade turned toward plate with tip of handle 1 inch from table edge.	( )	( )
3.	Teaspoon right of knife with tip of handle 1 inch from table edge.	( )	( )
4.	Cup and saucer to right of teaspoon.	( )	( )
5.	Gobblet above the knife 1 inch from tip of blade.	( )	( )
6.	Dinner fork left of dinner plate with tip of handle 1 inch from table edge.	( )	( )
7.	Bread and butter plate at top of fork.	( )	( )
8.	Napkin left of fork 1 inch from edge of table.	( )	( )

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.14 SET RESTAURANT TABLE SERVICE

PERFORMANCE OBJECTIVE:

Given instruction, necessary supplies, utensils, and restaurant service setting, prepare typical restaurant table service. Meet instructor's standards.

PERFORMANCE ACTIONS:

14.1401 Place "under cloth" on table, if applicable.

14.1402 Cover with clean table cloth. Cover with top cloth, if used.

14.1403 Place ashtray, sugar container, salt and pepper shakers, etc., on each table. Remove them after a meal is served and the top cloth is replaced.

14.1404 Place covers on table prior to the customer arriving.

a. Napkins placed to center of cover or to left side.
b. Forks placed to left of cover, except for soup and sandwich or salad setting.
c. Bread and butter plate placed above fork.
d. Salad plate to left of forks or over tip of fork.
e. Knives and teaspoons are placed to right of cover.
f. Water glass is placed to right of tip of dinner knife.
g. Coffee cup placed to right of spoons or even top of spoons.

PERFORMANCE STANDARDS:

- Prepare typical restaurant table service using given information and necessary utensils, supplies, and equipment.
- Meet the instructor's standards.

SUGGESTED INSTRUCTION TIME: 2 Hours

CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled necessary table appointments and serving appointments.		
2. Centered tablecloth on table or arranged placemats for each diner.		
3. Placed centerpiece on table.		
4. Arranged place settings of china.		
5. Arranged place settings of flatware and napkin.		
6. Placed beverage glasses.		
7. Placed serving dishes.		
8. Placed salt and pepper shakers.		

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.15 MEET AND AID CUSTOMERS IN A GOODWILL CAPACITY

PERFORMANCE OBJECTIVE:

Given a situation requiring the meeting of customers in a goodwill capacity, meet the customers. A checklist will be used to rate performance. All items must rate acceptable.

PERFORMANCE ACTIONS:

14.1501 Greet customers in a friendly manner.

14.1502 Seat customers if required.

14.1503 Make customers comfortable.

14.1504 Assist in meeting needs of customers efficiently and courteously.

(NOTE: Only task action 1 may apply if the cook greets customers from behind the service area or kitchen).

PERFORMANCE STANDARDS:

- Using an instructor provided case situation to meet customers, greet and aid customers in a goodwill capacity.

SUGGESTED INSTRUCTION TIME: 2 Hours

CHECKLIST
(Meet and aid customers in a goodwill capacity.)

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Greeted customer with a smile.		
2. Used a pleasant voice.		
3. Used correct grammar and pronunciation of words.		
4. Acted in a courteous manner.		
5. Acted in a friendly manner.		
6. Listened carefully.		
7. Met needs of customers satisfactorily.		

UNIT	14.0	PREPARATION FOR AND SERVING OF FOODS
TASK	14.16	PROVIDE CUSTOMER SERVICE

PERFORMANCE OBJECTIVE:

Given a food service setting, a customer to serve, and necessary items for service; provide service to the customer.

See waiter/waitress duties also.

PERFORMANCE ACTIONS:

14.1601 Greet the customer.

14.1602 Show customer to table.

14.1603 Present menu to customer.

14.1604 Answer customer questions.

14.1605 Take customer order.

14.1606 Relay customer order to food preparation area.

14.1607 Pick up food from food preparation area.

14.1608 Serve food.

14.1609 Serve beverage. (NOTE: Task 8 and 9 may be reversed).

14.1610 Serve condiments.

14.1611 Replenish beverage (coffee, water, tea).

14.1612 Replenish rolls.

14.1613 Clear soiled dishes.

14.1614 Present customer with bill.

14.1615 Handle grievances, problems, and complaints of customer.

PERFORMANCE STANDARDS:

- Given a customer service situation, provide service to customer.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.17 GREET CUSTOMER AT TABLE AND TAKE ORDER

PERFORMANCE OBJECTIVE:

Given a restaurant situation, necessary equipment and supplies, instructions; greet customers and take their order. The performance must be to the instructor's standards. The written order transmitted to the chef must be 100 percent accurate with any special requests by the customer verbally repeated to the chef.

PERFORMANCE ACTIONS:

14.1701 Greet customer.

14.1702 Fill water glasses and distribute menu.

14.1703 Offer suggestions or answer questions concerning the menu.
(NOTE: Know the menu-of-the-day.)

14.1704 Write customer's order following procedures of the restaurant.
a. List foods in order of service.
b. Repeat written order to customer to be sure it is correct.

14.0705 Place order with chef or in kitchen.
(NOTE: As applicable, give verbal instructions concerning customer's order to chef.)

PERFORMANCE STANDARDS:

- Greet customers at table and take their order and give the written order to the chef with any appropriate instructions from the customer.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.18 HAND SERVE FOODS TO CUSTOMER

PERFORMANCE OBJECTIVE:

Given instructions, a restaurant situation, necessary supplies including foods, hand serve foods to customer. Performance must meet standards of the instructor. Foods order must be served to customer with 100 percent accuracy.

PERFORMANCE ACTIONS:

14.1801 Serve foods in a manner prescribed by the restaurant (or specified by the instructor).

14.1802 Serve and remove all foods from the customer's left, using your (server's) left hand. (This procedure may vary with the establishment.)

14.1803 Serve or remove beverages from the right of the customer using your right hand.

14.1804 Set dishes on table using four fingers under lower edge and thumb on upper edge. Do not extend thumb into plate (beyond rim).

14.1805 Do not reach in front or across a customer to serve another party.

14.1806 When assisting a customer in self-service, present the serving dish from the customer's left side with the serving utensil on the right side and handle toward the customer.

14.1807 Replaced soiled or broken dishes, glasses, cups, or soiled or damaged utensils.

14.1808 Avoid touching the rim of cups and glasses.

14.1809 Fill (refill) glasses as prescribed by management (either filling them on the table or lifting them from the table for filling).

14.1810 Use small plates under cocktail, fruit juice glasses, cereal, and soup bowls.

14.1811 Place salad plate to left of fork unless it is served as a separate course.

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.18 HAND SERVE FOODS TO CUSTOMER (Con't.)

PERFORMANCE ACTIONS (Con't.):

14.1812 Place bread basket near center of table.

14.1813 Place cup and saucer to right of spoons with handle at angle to right, accessible to customer. Avoid spills in saucer.

14.1814 Place individual creamers and small lemon plates to right of cup and saucer.

14.1815 Place meal to right of water glass and toward customer.

14.1816 Serve butter, lemon, etc., with a fork.

14.1817 Serve foods at correct temperatures.

14.1818 Check needs of customers periodically.

14.1819 Remove dishes between courses.

PERFORMANCE STANDARDS:

- Hand serve foods to customers following procedures outlined by the supervisor.
- Meet instructor's standards.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.19 PRESENT CHECK TO CUSTOMER

PERFORMANCE OBJECTIVE:

Given a situation where the customer has been served at the table, present the check to the customer. Meet the instructor's standards of performance.

PERFORMANCE ACTIONS:

14.1901 Fill out the check(s) accurately and quickly (100 percent accuracy).

14.1902 Present checks to customer(s) following establishment's procedures for writing the check and presenting it to customer.

14.1903 Thank the customer for his business.

PERFORMANCE STANDARDS:

- Present check to customer with 100 percent accuracy in mathematical calculations and meet instructor's standards.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 14.0 PREPARATION FOR AND SERVING OF FOODS

TASK 14.20 ADD FINISHING TOUCHES TO PREPARED FOODS

PERFORMANCE OBJECTIVE:

Given a variety of prepared foods, proper instructions, and appropriate garnishes, add finishing touches to a minimum of four dishes: Salad, fruit, vegetable, and meat dish. The finishing touches must enhance the color, flavor, texture, and overall appearance of the dish as judged by the instructor.

PERFORMANCE ACTIONS:

14.2001 Gather supplies and food ingredients needed.

14.2002 Clean and grim garnishes (as applicable).

14.2003 Drain liquid from garnish (as applicable).

14.2004 Arrange food items near appropriate garnishes.

14.2005 Add finishing touches to prepared foods.

PERFORMANCE STANDARDS:

- Using a variety of prepared foods and materials furnished by the instructor, add finishing touches to prepared foods.

SUGGESTED INSTRUCTION TIME: 6 Hours

SERVICE
EVALUATION CHECKLIST

Student ______________________________ Date ______________________________

Meal Description ______________________________

DIRECTIONS: Use rating scale to evaluate the laboratory/dinner service. Place your score under "Learner's Score." Service will be evaluated by one or more persons (student cooks, etc.) and placed under "Evaluator's Score." That score may be a single score or an average score. Finally, the instructor will score the student.

		Possible Score	Learner's Score	Evaluator's or Average Score	Teacher's Score
PRE-PREPARATION					
Planning	Plans carefully made; good group cooperation; responsibilities equally shared; new learning opportunities; plans handed in on time.	10			
Menu Management Principles	Menu well chosen in relationship to equipment and personal resources. Good contrast in color, texture, flavor, temperature, shapes; meal interesting.	5			
Menu Cost and Market Order	No extra expense; food cost given and summarized; accurate costing; neatly done. All foods ordered; quantities suitable to number being served; paper neatly done.	5			
PREPARATION					
Direction and Recipe	Directions followed carefully and without supervision; seldom makes mistakes.	10			
Supplies and Equipment	Food measured accurately; amounts prepared in accordance with plans; no avoidable waste.	5			

Preparation Techniques	Standard preparation techniques followed. Food prepared accurately.	10			
Meal Management	Good use of time and equipment; plans followed; tasks completed on time; group cooperative and pleasant.	10			
Neatness of Work	Working area orderly and clean; dishes washed as used when possible.	5			
Personal Habits	Different spoons used for samplings; hands always clean when handling food.	5			
Safety Habits	Appropriate holders used when needed; directions for use of equipment followed; cutting tools used correctly; handles on utensils away from work area.	5			
Product	Attractive appearance; proper doneness, temperature; eating quality good; pleasing taste.	10			
SERVICE					
Table Setting	Appropriate dishes, silver, and table cover selected; table setting correctly arranged; centerpiece appropriate and attractive.	5			
Facilities	Room arranged and appropriately and attractively to accommodate group and type of affair planned.	5			
Serving	Appropriate amounts served; food arranged neatly and attractively; food correctly and skillfully served; hot foods hot and cold foods cold.	5			
CLEAN-UP					
Clean-up	Food and equipment put away; range, counter, table and sink clean; room in order.	5			

Total Possible = 100

Ratings Total =

UNIT 15.0

FOOD PREPARATION - PRE-PREPARATION

UNIT 15.0 FOOD PREPARATION - PRE-PREPARATION

TASK 15.01 PREPARE FOODS BY CUTTING, ETC.

PERFORMANCE OBJECTIVE:

Given instruction, foods to prepare, and necessary supplies to include knives and cutting block, mixer, grater, etc., prepare foods by standard methods to include; Slice, chop, dice, mince, puree', julienne, grind, grate, shread, and score. The performance must meet the instructor's standards.

PERFORMANCE ACTIONS:

15.0101 Prepare given foods by: (below listed methods)

SOURCE: Haines, Robert G., Food Preparation for Hotels, Restaurants, and Cafeterias, Alsip, IL: American Technical Publishers, Inc., pp. 50-51, 1973.

METHOD	MEANING	TECHNIQUES OF PREPARATION
Slice	Relatively thin, broad piece of food.	Slice by slicing machine, French knife or carving knife, against the grain, moving the blade of the knife in such a way as to cut by a sawing action.
Chop	Cut into uneven bits: Fine, medium or coarse.	Cut on wood topped table or cutting board with a French knife by applying short, blows.
Dice	Cut into cubes; Small, medium or large.	Dice on cutting board with a French knife, with slicing motion. An average sized cube cut by dicing would be approximately 1/4 inch.
Mince	Chop into very fine pieces.	Cut on cutting board. Use a French knife or power food cutter. Applying short, sharp strokes. Meats may be minced by running through a meat grinder.

UNIT 15.0 FOOD PREPARATION PRE-PREPARATION

TASK 15.01 PREPARE FOODS BY CUTTING, ETC.
(Con't.)

PERFORMANCE ACTIONS (Con't.):

METHOD	MEANING	TECHNIQUES OF PREPARATION
Puree	Pound or mince fine and force through a sieve.	Same as "mince" but finer.
Julienne	Cut into long thin strips.	Julienne on wood cutting board using a French knife cut with slicing motion into very thin slices then cut a second time with the grain into very thin strip.
Grind	Crush into fine, medium or coarse particles.	Pass the item through a food grinder, using the fine, medium or coarse chopper plate.
Grate	Pulverize by rubbing against a rough or indented surface.	Grate using a box grater or power cutter. Mesh of the grate will depend upon which surface is used.
Shred	Cut into very fine strips.	Shred with the coarse mesh on a box grater, by shaving with forward strokes of a French knife, or by across the revolving blade of a power slicing machine.
Score	Mark the surface of certain foods with shallow slits.	With a French knife cut in parallel lines approximately 1/2 inch apart, about 1/8 to 1/4 inch deep.

PERFORMANCE STANDARDS:

- Prepare foods by the following methods; Slice, chop, dice, mince, puree', julienne, grind, grate, shread, and score.

SUGGESTED INSTRUCTION TIME: 12 Hours

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UNIT 15.0 FOOD PREPARATION - PRE-PREPARATION

TASK 15.02 PREPARE DEHYDRATED OR CONCENTRATED FOODS

PERFORMANCE OBJECTIVE:

Given necessary equipment, a standardized recipe per food, ingredients, and supplies; prepare one dish each of three dehydrated foods provided by the instructor. The cooked foods must be at least 90 percent dehydrated, plump, and possess good texture, color, and flavor as judged by the instructor.

PERFORMANCE ACTIONS:

15.0201 Gather supplies and equipment.

15.0202 Place cold or lukewarm water in cooking pot.

15.0203 Place fruits or dehydrated vegetables in pot to soak for required time.

15.0204 Measure and add desired seasoning.

15.0205 Cook (when applicable.)

PERFORMANCE STANDARDS:

- Using equipment, recipes, ingredients, and supplies furnished by the instructor, prepare one dish each of three dehydrated foods.

SUGGESTED INSTRUCTION TIME: 4 Hours

UNIT 15.0 FOOD PREPARATION - PRE-PREPARATION

TASK 15.03 PREPARE PERISHABLE FOODS FOR REFRIGERATION

PERFORMANCE OBJECTIVE:

Given perishable foods and access to storage containers with covers, plastic bags, plastic wrap, and a clean cloth; prepare the foods for refrigeration. The foods must be covered and free of dirt particles.

PERFORMANCE ACTIONS:

15.0301 Assemble necessary supplies.

15.0302 Remove excess dirt on raw fruit and vegetables; blot or drain dry.

15.0303 Place raw fruit and vegetables in separate containers or bags.

15.0304 Wash fowl thoroughly.

15.0305 Wrap meat, seafood, or fowl.

15.0306 Store eggs in covered carton.

15.0307 Wipe off dairy product cartons with a clean, damp cloth.

15.0308 Wipe off bottled beverages and condiments.

15.0309 Place a cover on a chilled salad or dessert or leftovers.

15.0310 Place perishable foods in appropriate refrigerator compartment.

PERFORMANCE STANDARDS:

- Prepare given foods for refrigeration so they are covered and free of dirt particles.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 15.0 FOOD PREPARATION - PRE-PREPARATION

TASK 15.04 (OPTIONAL) TENDERIZE MEATS

PERFORMANCE OBJECTIVE:

Given a less tender cut of meat and access to recipe books, ingredients, a sharp knife, a container, a meat grinder, a cutting board, a wooden mallet, a pressure cooker, or a slow cooker; tenderize the meat. Performance will be rated by a checklist. All applicable items must receive a rating of "acceptable."

PERFORMANCE ACTIONS:

15.0401 Assemble necessary supplies, ingredients, and equipment.

15.0402 Select recipe that is appropriate for the cut of meat.

15.0403 Determine the best method of tenderization to be used for the cut of meat.

a. GRINDING:
   (1) Cook meat.
   (2) Remove bones and cut meat into pieces.
   (3) Place container under grinder disc to catch ground meat.
   (4) Place meat in grinder. Grind meat. Observe Proper safety precautions.
b. MARINATING:
   (1) Place meat on clean cutting board and cut into serving size pieces.
   (2) Combine ingredients called for in marinade recipe according to directions.
   (3) Place meat in nonporous container; pour marinade over meat.
   (4) Soak for recommended time according to recipe.
c. POUNDING:
   (1) Place meat on cutting board.
   (2) Pound meat with wooden mallet.
d. CUTTING/SCORING:
   (1) Place meat on clean cutting board.
   (2) Make rows of shallow cuts on both sides of meat.
e. CHEMICAL TENDERIZERS:
   (1) Place meat on flat surface.
   (2) Follow manufacturer's instructions accurately.

PERFORMANCE ACTIONS (Con't.):

f. PRESSURE COOKING:
   (1) Place meat on rack in pressure cooker, add liquid.
   (2) Wipe rim of cooker.
   (3) Place cover on cooker.
   (4) Set pressure control to required pressure.
   (5) Place cooker on high heat.
   (6) As control oscillates, lower heat and start counting the cooking time specified.
   (7) Remove cooker from heat and cool.
   (8) Test pressure; remove control. (NOTE: Leave control on vent tube until pressure is reduced.)
   (9) Remove cover; lift meat out.

g. SLOW COOKER:
   (1) Place meat in slow cooker.
   (2) Add liquid.
   (3) Set control switch to recommended heat setting.
   (4) Cover and cook for the time specified in recipe.

PERFORMANCE STANDARDS:

- Tenderize meats by the method specified by the instructor using given ingredients, suppliers, and equipment.
- Performance will be rated by a checklist and all items must receive an "acceptable" rating.

SUGGESTED INSTRUCTION TIME: (OPTIONAL)

CHECKLIST ACCOMPANIES THIS TASK.

Addendum to Task 15.04

CHECKLIST

(Tenderize Meats)

	Rating	
ACTIVITY	Acceptable	Unacceptable
1. GRINDING		
a. Ground meat free of chunks.		
b. Ground meat free of bones or slivers.		
2. MARINATING		
a. Meat tenderized by marinade and easy to cut after cooking. b. Meat was adequately flavored.		
3. POUNDING		
a. Meat fibers were broken up over entire surface of meat cut.		
b. Meat was tender after cooking.		
4. CUTTING/SCORING		
a. Meat was evenly cut or scored.		
b. Meat was tender after cooking.		
5. CHEMICAL TENDERIZER		
a. Meat was tender after cooking.		
b. Meat was not mushy or crumbly.		
6. PRESSURE SAUCEPAN		
- Meat was tender after cooking.		
7. SLOW COOKER		
- Meat was tender after cooking.		

UNIT 15.0 FOOD PREPARATION - PRE-PREPARATION

TASK 15.05 WRAP FOODS FOR BAKING

PERFORMANCE OBJECTIVE:

Given necessary instructions, supplies, and food items; wrap three foods to be baked. A checklist will be used to rate performance and all items must receive an acceptable rating.

PERFORMANCE ACTIONS:

15.0501 Gather supplies and food items.

15.0502 Tear off required foil for each food.

15.0503 Wrap in foil with shiny side of foil to the inside.

15.0504 Completely wrap entire area of food.

PERFORMANCE STANDARDS:

- Using food items, supplies, and information furnished by the instructor, wrap foods for baking.

SUGGESTED INSTRUCTION TIME: 2 Hours

CHECKLIST

ACTIVITY		Rating	
		Acceptable	Unacceptable
1.	Used proper supplies and food preparation items.		
2.	Used only the necessary amount of wrap for each particular food.		
3.	Placed shiny side of foil to the inside.		
4.	Covered entire area of food.		
5.	Wrapped food neatly.		

UNIT 15.0 FOOD PREPARATION PRE-PREPARATION

TASK 15.06 LOAD OVER RACKS (BAKING)

PERFORMANCE OBJECTIVE:

Given an oven and food items, load the oven with foods. A checklist will be used to rate performance and all items must receive an acceptable rating.

PERFORMANCE ACTIONS:

15.0601 Gather equipment for loading oven.

15.0602 Slide oven racks to forward position.

15.0603 Place food on oven racks of decks.

PERFORMANCE STANDARDS:

- Using food items provided by the instructor, load one oven with food to be baked.

SUGGESTED INSTRUCTION TIME: 2 Hours

CHECKLIST

(Load Oven Racks)

ACTIVITY	Rating Acceptable	Unacceptable
1. Gathered needed supplies.		
2. Used needed supplies.		
3. Pulled oven rack partial out while loading.		
4. Stacked oven shelves 8 inches apart for baking.		
5. Placed food on rack so that heat circulated adequately.		
6. Followed appropriate safety precautions.		

UNIT 16.0

SEASONING AND CONDIMENTS

UNIT	16.0	SEASONING AND CONDIMENTS
TASK	16.01	USE SPICES AND HERBS IN FOOD PREPARATION

PERFORMANCE OBJECTIVE:

Given instruction, orientation to basic herbs and spices used in preparation of typical cafeteria foods, use the appropriate spices and herbs in the preparation of foods as required by the instructor. Performance must be to the instructor's standards.

PERFORMANCE ACTIONS:

16.0101 Select the appropriate herbs and spices for flavoring each of the following foods:
a. Pizza
b. Bread dressing
c. Custards
d. Baked apples
e. Chili con carne
For additional suggestions concerning foods to spice, see the SC Commercial Cooking Guide, p. 175-177.

16.0102 Demonstrate the proper storage of herbs and spices using containers supplied by the instructor.

PERFORMANCE STANDARDS:

- Using spices and herbs in food preparation as required by the instructor, meeting the instructor's standards.
- Unused herbs and spices must be stored properly.

SUGGESTED INSTRUCTION TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

Define difference between herbs and spices:
- Herbs: leaves of temperate zone plants.
- Spices: Roots, bark, stems, seeds, or fruit of aromatic plants which typically grown in the tropics.
- Identify common spices. (minimum of 4)
- Identify common herbs. (minimum of 4)

UNIT 17.0

FOOD PREPARATION
BREAKFAST FOODS

UNIT	17.0	FOOD PREPARATION - BREAKFAST
TASK	17.01	PREPARE COLD CEREALS

PERFORMANCE OBJECTIVE:

Given ingredients, necessary supplies, and equipment, prepare cold breakfast cereals as required by the instructor and meeting the instructor's standards.

PERFORMANCE ACTIONS:

17.0101 READY-TO-EAT-CEREAL

a. Place ready-to-eat cereal from individual box into serving bowl.

b. Pour milk into bowl unless milk provided to customer. Or serve with a blend of half milk and half cream.

c. Serve with sugar (or provide sugar).

PERFORMANCE STANDARDS:

- Prepare breakfast cereals as required by the instructor.

SUGGESTED INSTRUCTION TIME: 1 Hour

UNIT 17.0 FOOD PREPARATION - BREAKFAST

TASK 17.02 COOK CEREAL

PERFORMANCE OBJECTIVE:

Given flaked or whole grain cereal, a standardized recipe for each cereal, equipment, and supplies; prepare two different types of cereal. The cereals should only be stirred enough to prevent lumping, but not enough to break cereal into small pieces or cause a gummy product. A checklist will be used to rate performance. All items must receive an acceptable rating.

PERFORMANCE ACTIONS:

17.0201 Gather supplies and equipment.

17.0202 Measure cereal.

17.0203 Measure the proper amount of water and salt and bring to boil.

17.0204 Add dry cereal slowly, agitating thoroughly as it is stirred into water.

17.0205 Stir until some thickening is apparent.

17.0206 Reduce heat to simmer.

17.0207 Cover and cook until the cereal reaches the desired consistency.

17.0208 Remove from heat.

PERFORMANCE STANDARDS:

- Using cereal, recipes, equipment, and supplies provided by the instructor, prepare the cereal.

SUGGESTED INSTRUCTION TIME: 2 Hours

CHECKLIST ACCOMPANIES THIS TASK.

Addendum To Task 17.02

CHECKLIST

(Cook Cereals)

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Cereal was free of lumps.		
2. Cereal was not over-stirred.		
3. Cereal was not gummy or muchy.		
4. Cereal has desired color.		
5. Consisted of correct proportion of cereal and water.		
6. Was cooked correct length of time.		

UNIT 17.0 FOOD PREPARATION - BREAKFAST

TASK 17.03 MAKE TOAST

PERFORMANCE OBJECTIVE:

Given access to ingredients, baking sheet, broiler pan, or toaster; make toast. The toast must be evenly browned, flat, and crisp.

PERFORMANCE ACTIONS:

17.0301 Assemble necessary ingredients and equipment.

17.0302 Prepare toast by:
(a) Oven Method:
    (1) Preheat oven
    (2) Place bread on baking sheet
    (3) Bake in preheated oven
    (4) Remove toast from oven; spread with butter if appropriate
(b) Broiler Method:
    (1) Place bread on rack in broiler pan
    (2) Place pan in oven with bread approximately 3 inches from heat source
    (3) Toast bread on both sides
    (4) Remove toast
(c) Toaster Method:
    (1) Set toaster to desired degree of browness
    (2) Place bread in toaster and push down lever
    (3) Remove toast from toaster when it is returned

PERFORMANCE STANDARDS:

- Make toast from given ingredients and equipment by the toaster, broiler and over method so that the toast is evenly browned.

SUGGESTED INSTRUCTION TIME: 1 Hour

UNIT 17.0 FOOD PREPARATION - BREAKFAST

TASK 17.04 COOK EGGS BY SIMMERING, FRYING POACHING, AND SCRAMBLING

PERFORMANCE OBJECTIVE:

Given a standardized recipe, equipment, supplies, and eggs; prepare the eggs by simmering, frying, poaching, and scrambling. (See below standards and task actions.)

PERFORMANCE ACTIONS:

17.0401 COOK EGGS BY SIMMERING

Prepare three eggs by simmering to the hard-cooked stage. The whites should be glossy white and firm. The yolks should be uniformly coagulated (bright yellow or orange-yellow color without any dark color on the outside of the yolk). The eggs must be tender and have a pleasing flavor.

1. Gather needed supplied.
2. Place eggs in sauce pan.
3. Cover eggs in sauce pan with water.
4. Heat to boiling.
5. Remove from heat. Cover tightly, and let stand for 15 minutes.
6. Cool in cold running water.
7. Remove from shell.

STANDARD:

Prepare three eggs by simmering to the hard-cooked stage meeting the standards described in the objective.

17.0402 COOK EGGS BY FRYING

Prepare two eggs by frying country style. The eggs should be shiny, soft, with no hard edges, and tender, not tough or rubbery.

1. Gather supplies and equipment.
2. Place one or two tablespoons of fat in frying pan.
3. Heat fat until a drop of water sizzles when added.
4. Break egg in separate container.
5. Place egg into frying pan.
6. Cook three to four minutes, basting and turning if desired.

PERFORMANCE ACTIONS (Con't).:

STANDARD:

Cook two eggs by frying country style meeting standards outlined in objective.

17.0403 POACH EGGS

Prepare two eggs by poaching. The poached eggs must have a bright appearance with some shiny-white adhering closely to the bright yolk. The yolk and white must stand up firm without being porous.

1. Gather supplies and equipment.
2. Put about 2 inches of liquid (water, milk or broth) in a shallow pan.
3. Bring liquid to boil, then reduce heat to simmer.
4. Break eggs into a dish.
5. Place broken eggs into liquid.
6. Cool 3-5 minutes.
7. Remove eggs from pan with a skimmer when whites are coagulated.
8. Drain eggs.

STANDARD:

Poach two eggs meeting the standards in the objective.

17.0404 COOK EGGS BY SCRAMBLING

Prepare two dishes of scrambled eggs. The eggs should be bright and clear with a soft sheen, and a uniform, pale color with no evidence of browning. The eggs should be tender, moist, and delicate in texture, not hard, dry, powdery or watery.

1. Gather equipment and supplies.
2. Break eggs.
3. Mix eggs with milk or cream (+/- 2 tablespoons/egg).
4. Season eggs with salt and pepper.
5. Put eggs into heated, greased skillet.
6. Cook slowly, stirring constantly, for small morsels; stir only occasionally for larger morsels of srambled eggs.

TASK 17.04 COOK EGGS BY SIMMERING, FRYING, POACHING, AND SCRAMBLING (Con't.)

STANDARD:

Scrambled eggs to serve two dishes meeting the standards outlined in the objective.

PERFORMANCE STANDARDS:

- Prepare eggs by simmering, frying, poaching, and scrambling to meet standards outlined in the objectives and so the finished product will satisfy a customer visually and by taste. The instructor's standards apply.

SUGGESTED INSTRUCTION TIME: 8 Hours

RELATED TECHNICAL INFORMATION:

- Boiling eggs

UNIT	17.0	FOOD PREPARATION - BREAKFAST
TASK	17.05	PREPARE FRIED POTATOES (HASH BROWNS)

PERFORMANCE OBJECTIVE:

Given instruction, prepared potatoes, ingredients, necessary supplies and equipment, prepare fried potatoes (hash browns) for breakfast serving.

PERFORMANCE ACTIONS:

17.0501 Assemble ingredients, supplies, and equipment.

17.0502 Peel red potatoes.

17.0503 Boil potatoes until tender.

17.0504 Cool potatoes overnight in refrigerator.

17.0505 Chop or hash potatoes in slightly small particles.

17.0506 Saute' potatoes in shallow grease until golden brown.

17.0507 Serve garnished with chopped parsley.

PERFORMANCE STANDARDS:

- Prepare fried potatoes (hash browns) for breakfast serving using ingredients, supplies, and equipment provided.

SUGGESTED INSTRUCTION TIME: 4 Hours

UNIT 17.0 FOOD PREPARATION - BREAKFAST

TASK 17.06 COOK BREAKFAST MEATS

PERFORMANCE OBJECTIVE:

Given instruction, sausage, bacon, or ham breakfast meats; and necessary ingredients, supplies, and equipment; cook breakfast meats as specified by the instructor. Meet instructor's standards. Meat must be free of excess grease and cooked as specified.

PERFORMANCE ACTIONS:

17.0601 PREPARE BREAKFAST SAUSAGE

a. Prepare patties or link sausage in proper portion.
b. Precook sausage if appropriate (volume of business) 3/4 way through.
c. Complete cooking sausage.
d. (1) Link sausage may be prepared by lining on sheet pans and baking in a 350 degrees F oven until 3/4 way done. (3 per customer is average.)
   (2) Drain excess grease.
   (3) Finish browning under grease.
   (4) Place in holding pan until served.

17.0602 PREPARE BACON

a. Slice bacon slab if not already sliced. (Remove rind first.)
b. Separate slices, line them on a sheet pan, fat side down with each slice slightly overlapping.
c. Place in 350 degrees F oven and cook until 3/4 done.
d. Remove from oven, pour off grease, drape slices over a support to allow further drainage and prevent slices from lying in grease until served. The above method prevents shrinkage and curling and improves appearance and uniformity in finished product.
e. Alternate methods: Cook bacon on range, boiler, or grill. Finished product will not meet standards outlined under item 4.

17.0603 PREPARE HAM

a. Select cooked ham that is boneless or boned and rolled.

PERFORMANCE ACTIONS:

b. Portion 3-4 oz. pieces.
c. Heat the ham on a boiler, griddle, or in a skillet to specifications of customer.

17.0604 PREPARE CANADIAN BACON
- Prepare by standard procedures of cooking if included in menu.

PERFORMANCE STANDARDS:

- Cook breakfast meats as specified by the instructor meeting the instructor's standards. The meat must be free of excess grease and cooked as specified.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 17.0 FOOD PREPARATION - BREAKFAST

TASK 17.07 MAKE PANCAKES

PERFORMANCE OBJECTIVE:

Given a recipe and access to ingredients, a sifter, measuring cup and spoons, a mixing bowl. and spoon, a fork, a pancake turner, and a skillet or griddle; make pancakes. The pancakes must be uniform in shape and thickness; must be evenly browned on both sides; must be smooth, tender, and moist but not sticky and must have a fine grain with evenly distributed cells.

PERFORMANCE ACTIONS:

17.0701 Read recipe.

17.0702 Assemble materials.

17.0703 Sift flour and measure required amount.

17.0704 Measure baking powder, sugar, and salt and sift with flour.

17.0705 Beat eggs until light; add measured amounts of milk and oil.

17.0706 Add liquid ingredients to dry ingredients and mix until dry ingredients are moistened.

17.0707 Heat griddle or skillet. Grease lightly.

17.0708 Pour small amounts of batter onto the griddle.

17.0709 Cook until the tops are full of little air bubbles and edges are set or lightly browned.

17.0710 Turn pancakes; cook second side until browned.

PERFORMANCE STANDARDS:

- Cook pancakes from given recipe and ingredients so that the finished product is uniform in shape and thickness; even browned on both sides; is smooth, tender, and moist, but not sticky; and has a fine grain with evenly distributed cells.

SUGGESTED INSTRUCTION TIME: 2 Hours

CHECKLIST

PANCAKES

	RATING	
	Acceptable	Unacceptable
OUTSIDE CHARACTERISTICS		
1. Shape: Uniform, fairly regular.		
2. Size: Uniform, even thickness.		
3. Color: Evenly browned on both sides.		
4. Crust: Smooth, tender		
INSIDE CHARACETERISTICS		
5. Color: Uniform, characteristic of type of pancake.		
6. Grain: Fine, thin-walled cells, evenly distributed.		
7. Texture:Tender, moist--not sticky.		
8. Flavor: Pleasing, well-blended with no bitterness.		

UNIT 17.0 FOOD PREPARATION - BREAKFAST

TASK 17.08 MAKE QUICK DOUGH WAFFLES

PERFORMANCE OBJECTIVE:

Given instruction, equipment, tools, standardized recipe, and ingredients; prepare "soft batter" from self-rising flour and make waffles. Standardized recipe must be followed and products must meet commercial food service standards or standards set by the instructor. Waffles must be uniform in shape and thickness, must be browned evenly on both sides, must be smooth, tender, and moist but not sticky, and must have a fine grain with evenly distributed cells.

PERFORMANCE ACTIONS:

17.0801 Assemble ingredients, recipe, and necessary equipment and supplies.

17.0802 Read recipe and adjust ingredients as necessary.

17.0803 Follow recipe to prepare "sour batter."

17.0804 Prepare waffles (using waffle baker) to required standards.

PERFORMANCE STANDARDS:

- Prepare waffles according to standardized recipe, and cook so they are uniform in shape and thickness, evenly browned on both sides, smooth, tender, and moist, but not sticky, and have a fine grain with evenly distributed cells.

SUGGESTED INSTRUCTION TIME: 2 Hours

Unit 18.0

FOOD PREPARATION - VEGETABLES AND FRUITS

UNIT	18.0	FOOD PREPARATION - VEGETABLES AND FRUITS
TASK	18.01	TRIM, CUT, AND SHREAD FRUITS AND VEGETABLES

PERFORMANCE OBJECTIVE:

Given the necessary food items supplies, and equipment; trim, cut, and shread one each of the following fruits and vegetables: Carrot, onion, potato, and apple. Trim each type of fruit or vegetable using two means of cutting and shreading (hand and machine). The prepared fruits or vegetables must meet standards set by the instructor.

PERFORMANCE ACTIONS:

18.0101 Gather supplies and equipment.

18.0102 Trim fruits and vegetables.

18.0103 Shread fruits and vegetables.

18.0104 Cut fruits and vegetables.

PERFORMANCE STANDARDS:

- Using food items, supplies and equipment furnished; trim, cut and shread the designed fruits and vegetables by hand and machine.
- The instructor's standards applies.

SUGGESTED INSTRUCTION TIME: 2 Hours

VEGETABLES AND FRUIT COOKING KNOW-HOW

Part I

DIRECTIONS: Check if the color of the vegetables and fruits listed across the top are affected by the chemical listed down the side.

Is the COLOR of these vegetables and fruits→ Affected by these CHEMICALS ↴	Blueberries	Beets	Potatoes	Red Cabbage	Green Cabbage	Peas, Beans	Carrots	Cauliflower	Brocccoli	Spinach
Acid: vinegar, lemon, juice										
Akaline: soda										
Cream of Tarter, Salt										

Part II

DIRECTIONS: Check if the texture, nutritional value, or shape of the vegetables listed across the top are affected by the cooking methods listed down the side.

To preserve the TEXTURE, NUTRITIONAL VALUE, SHAPE of these vegetables → Would you use these COOKING METHODS ↴	Potatoes	Cabbage	Carrots	Cauliflower	Broccoli	Onions	Tomatoes	Frozen Spinach	Dried Beans, Peas	Frozen String Beans
Small quantity of water										
Large quantity of water										
Rapid cooking										
Long, slow cooking										
Steaming										
Presoaking										
Thawing before cooking										

Student Cook ____________________

UNIT 18.0 FOOD PREPARATION - FRUIT AND VEGETABLE

TASK 18.02 COOK VEGETABLES AND FRUITS BY BAKING

PERFORMANCE OBJECTIVE:

Given fresh vegetables and fruits, the necessary equipment, and a standardized recipe, prepare a minimum of two vegetables and fruit dishes by baking. The vegetables should be baked to produce a product with good exterior appearance, of correct size, and of good color. The vegetables should be bright, even, fresh-looking, and moist. The texture should be tender and slightly crisp, not woody or tough. The flavor should be pleasant, not raw, strong, or burned as judged by the instructor.

PERFORMANCE ACTIONS:

18.0201 Assemble supplies needed for baking.

18.0202 Wash, trim, and dry vegetables and fruits, when applicable.

18.0203 Season vegetables and fruits.

18.0204 Place in proper utensil in preheated oven.

18.0205 Bake until desired doneness.

PERFORMANCE STANDARDS:

- Using fresh vegetables and fruits supplies by the instructor, necessary equipment, and a standardized recipe, prepare these vegetables and fruits by baking.
- The finished food should have a good exterior appearance, be of correct size, and of good color. The vegetables should be bright, even, fresh-looking, and moist. The texture should be tender and slightly crisp, not woody or tough. The flavor should be pleasant, not raw, strong, or burned as judged by the instructor.

SUGGESTED INSTRUCTION TIME: 4 Hours

UNIT 18.0 FOOD PREPARATION - FRUITS AND VEGETABLES

TASK 18.03 PARBOIL VEGETABLES, FRUITS, AND MEATS

PERFORMANCE OBJECTIVE:

Given instructions, equipment and food items, parboil one vegetable, fruit, and meat as selected by the instructor. The parboiled food items must be firm and not fully cooked. Prepared food items will be judged by the instructor.

PERFORMANCE ACTIONS:

18.0301 Gather supplies, equipment, and food items needed.

18.0302 Place required amount of water in boiler.

18.0303 Bring water to boil.

18.0304 Place food items in boiling water.

18.0305 Parboil food according to time required per food.

18.0306 Drain off liquid.

PERFORMANCE STANDARDS:

- Using instructor provided food items, parboil one each vegetable, fruit, and meat.

SUGGESTED INSTRUCTION TIME: 2 Hours

Unit	18.0	FOOD PREPARATION - VEGETABLES
TASK	18.04	BOIL RICE

PERFORMANCE OBJECTIVE:

Given regular rice, supplies, utensils, and equipment; boil rice.

PERFORMANCE ACTIONS:

18.0401 Measure water and rice. (2 to 1 ratio)

18.0402 Season.

18.0403 (Cook in double boiler recommended.)

18.0404 Serve or use in food preparation.

PERFORMANCE STANDARDS:

- Boil rice not overcooked or sticky.
- Fluffy.
- Flavored for good taste.

SUGGESTED INSTRUCTION TIME: 1 Hour

UNIT 18.0 FOOD PREPARATION - VEGETABLES
TASK 18.05 MASH POTATOES

PERFORMANCE OBJECTIVE:

Given boiled potatoes, ingredients, necessary supplies, and standardized recipe; prepare mashed potatoes. The mashed potatoes must be creamy, smooth, free of lumps, of good color, and have good flavor as judged by the instructor.

PERFORMANCE ACTIONS:

18.0501 Assemble ingredients, supplies, and equipment.

18.0502 Place potatoes in mixer.

18.0503 Add seasoning and cream.

18.0504 Whip until desired consistency is reached.

PERFORMANCE STANDARDS:

- Using boiled potatoes furnished, standardized recipe, and equipment provided, prepare one dish of mashed potatoes.
- The mashed potatoes must be creamy, smooth, free of lumps, of good color, and have a good flavor as judged by the instructor.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 18.0 FOOD PREPARATION - VEGETABLES

TASK 18.06 COOK VEGETABLES BY BOILING, SIMMERING, AND STEAMING

PERFORMANCE OBJECTIVE:

Given necessary equipment, supplies, and vegetables (fresh, frozen, canned, or dehydrated as selected by the instructor), plus standardized recipes for boiling, simmering, and steaming vegetables; prepare a minimum of one vegetable dish using each method. A checklist will be used to rate performance. All items on the checklist should be rated acceptable.

PERFORMANCE ACTIONS:

18.0601 Assemble supplies and equipment.

18.0602 Prepare vegetables for cooking.

18.0603 Add required amount of liquid and seasoning to cooking pot.

18.0604 Heat liquid to boil, simmer, or steam as required.

18.0605 Place vegetables in cooking pot as required time for method used.

18.0606 Cook covered or uncovered as required for vegetable type.

18.0607 Cook for required length of time.

18.0608 Remove from heat.

PERFORMANCE STANDARDS:

- Cook vegetables by boiling, simmering, and steaming.
- A checklist will be used to rate performance and all items must be rated acceptable.

SUGGESTED INSTRUCTION TIME: 2 Hours

CHECKLIST ATTACHED

Addendum to Task 18.06

CHECKLIST

(Cook vegetables by boiling, simmering, and steaming)

ACTIVITY	RATING	
	Acceptable	Unacceptable
EXTERIOR APPEARANCE: 1. Consisted of regular, unbroken, even-shaped pieces.		
2. Consisted of correct size.		
3. Good color, bright, even, clear, fresh; not dull, pale, or muddy.		
4. Contained proper moistness; not dry, watery, or shriveled.		
INTERIOR: 5. Good texture.		
6. Good color.		
PALATABILITY: 7. Good flavor that was pleasant and true; not raw or strong; well-seasoned, not burned.		
8. Used correct temperature.		
PORTION: 9. Provided adequate portion.		
10. Served attractively.		

UNIT 18.0 FOOD PREPARATION - FRUITS

TASK 18.07 COOK FRUITS BY BOILING, SIMMERING, AND STEAMING

PERFORMANCE OBJECTIVE:

Given necessary equipment, supplies, and fruits (fresh, frozen, canned, or dehydrated as selected by the instructor) plus standardized minimum of one fruit dish using each method. The cooked fruits must maintain good color, flavor, and aroma with firm, moist, and tender texture as judged by the instructor.

PERFORMANCE ACTIONS:

18.0701 Assemble supplies and equipment.

18.0702 Prepare fruits for cooking.

18.0703 Add liquid, sugar, and other seasoning at proper time for desired results.

18.0704 Add fruit and cook for desired amount of time for each fruit.

PERFORMANCE STANDARDS:

- Using equipment, supplies, fruits, and recipes supplied by the instructor; prepare one fruit each by boiling, simmering, and steaming.
- The cooked fruits must maintain good color, flavor, and aroma with firm, moist, and tender texture as judged by the instructor.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 18.0 FOOD PREPARATION - VEGETABLES AND FRUITS

TASK 18.08 COOK VEGETABLES AND FRUITS BY BROILING

PERFORMANCE OBJECTIVE:

Given fresh vegetables and fruits, the necessary equipment, and a standardized recipe, prepare a minimum of two vegetables and fruit dishes by broiling. Broiled fruits must possess good color, aroma, flavor, texture, and appearance. Broiled vegetables must possess a good exterior appearance; be cut to correct size; have good, even color; and be bright, fresh-looking, and moist. The texture should be tender and slightly crisp, not woody or tough. The flavor should be pleasant, not raw, strong, or burned. Performance will be judged by the instructor. All of the above characteristics must be rated acceptable.

PERFORMANCE ACTIONS:

18.0801 Assemble supplies needed for broiling.

18.0802 Wash, trim, and dry vegetables and fruits, if necessary.

18.0803 Season vegetables and fruits.

18.0804 Place on proper utensil.

18.0805 Place in preheated oven at proper distance from broiler unit.

18.0806 Broil until desired doneness.

PERFORMANCE STANDARDS:

- Using vegetables and fruits, necessary equipment, and standardized recipes provided by the instructor, prepare vegetables and fruits by broiling.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 18.0 FOOD PREPARATION - VEGETABLES AND FRUITS

TASK 18.09 DEEP FAT FRY VEGETABLES AND FRUITS

PERFORMANCE OBJECTIVE:

Given the necessary fruits and vegetables, proper equipment, ingredients, supplies, and standardized recipe; deep fat fry at least two different fruits and vegetables as selected by the instructor. The fried foods should be firm, relatively free of fat, of good color, and taste fresh. Performance will be judged by the instructor.

PERFORMANCE ACTIONS:

18.0901 Assemble supplies and equipment.

18.0902 Measure fat.

18.0903 Place fat in deep fat fryer.

18.0904 Heat fat to desired temperature (usually 325-350 degrees F).

18.0905 Bread or batter food, if needed.

18.0906 Place correct amount of food in fryer.

18.0907 Fry to desired doneness for types of food and cut.

PERFORMANCE STANDARDS:

- Using provided equipment, ingredients, supplies, recipes, and fruits, and vegetables, prepare two fruits and vegetables by deep fat frying.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 18.0 FOOD PREPARATION - VEGETABLES AND FRUITS

TASK 18.10 COOK FRUITS AND VEGETABLES BY GLAZING

PERFORMANCE OBJECTIVE:

Given standardized recipes, necessary equipment, supplies and food items, glaze one fruit and one vegetable by either cooking in the oven or on top of the range. The glaze must be of smooth, clear texture, and the dish must possess good color and flavor, as judged by the instructor.

PERFORMANCE ACTIONS:

18.1001 Gather necessary supplies, equipment, and food items.

18.1002 Wash, trim, and cut fruits and vegetables.

18.1003 Cook fruits and vegetables until slightly tender.

18.1004 Drain fruits and vegetables.

18.1005A OVEN GLAZING

1. Place slightly cooked fruits or vegetables in baking dish.
2. Sprinkle fruits and vegetables with sugar.
3. Add small amount of water.
4. Cook until well glazed.
5. Remove from oven.

18.1005B COOK BY GLAZING ON TOP OF RANGE

1. Melt margarine and sugar in pan.
2. Heat margarine and sugar to correct temperature.
3. Add well drained fruits or vegetables.
4. Cook until tender and well glazed.
5. Remove from heat.

PERFORMANCE STANDARDS:

- Prepare two fruits or vegetables by glazing using recipes, equipment, supplies, and foods provided by the instructor.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 18.0 FOOD PREPARATION - VEGETABLES

TASK 18.11 COOK VEGETABLES BY SAUTEING

PERFORMANCE OBJECTIVE:

Given a standardized recipe, equipment, supplies, and ingredients, prepare two vegetable dishes by sauteing. The vegetable dishes should be prepared to yield a product that is golden brown in color, free of excess fat, and which has a good, firm texture. The instructor will rate the performance.

PERFORMANCE ACTIONS:

18.1101 Gather needed equipment, supplies, and ingredients.

18.1102 Prepare vegetables.
a. Clean
b. Trim
c. Peel

18.1103 Boil until tender.

18.1104 Cool overnight.

18.1105 Slice to medium thickness.

18.1106 Add shortening and water to steel skillet.

18.1107 Cook in tightly covered container at medium heat until golden brown.

18.1108 Remove from skillet.

PERFORMANCE STANDARDS:

- Prepare two vegetable dishes by sauteing using recipes, equipment, supplies, ingredients, and vegetables provided by the instructor.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 18.0 FOOD PREPARATION - FRUITS AND VEGETABLES

TASK 18.12 MAKE CASSEROLES USING FRUITS AND VEGETABLES

PERFORMANCE OBJECTIVE:

Given a recipe and access to ingredients, a mixing bowl, a vegetable brush, a paring knife, a saucepan, and a baking dish with a lid; make a casserole using fruits or vegetables. The fruits or vegetables must retain their natural color, and be crisp, not mushy, in texture.

PERFORMANCE ACTIONS:

18.1201 Read the recipe.

18.1202 Assemble the necessary ingredients and equipment.

18.1203 Prepare the fruits or vegetables according to the recipe.

18.1204 Grease the baking dish.

18.1205 Preheat the oven to the specified temperature.

18.1206 Use one of the following procedures for making a fruit or vegetable casserole:

a. FRUIT CASSEROLE
   (1) Mix dry ingredients called for in the recipe.
   (2) Alternate layers of sliced or whole fruit and dry mixture in baking dish.
   (3) Dot top of casserole with butter or other ingredients called for in the recipe.
   (4) Bake, covered, in a preheated oven for the time specified or until the fruit is tender.

b. VEGETABLE CASSEROLE
   (1) Place raw or partially cooked vegetables in the baking dish.
   (2) Prepare a sauce or liquid mixture according to the recipe.
   (3) Pour sauce or liquid mixture over the vegetables.
   (4) Sprinkle the top with ingredients called for in the recipe.
   (5) Bake, covered, in preheated oven for specified time or until vegetables are tender.

UNIT 18.0 FOOD PREPARATION - FRUITS AND VEGETABLES

TASK 18.12 MAKE CASSEROLES USING FRUITS AND VEGETABLES (Con't.)

PERFORMANCE STANDARDS:

- Make a casserole using fruits or vegetables.
- The fruits or vegetables must retain their natural color, be crisp, not mushy, in texture.
- Meet instructor's standards.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 19.0

FOOD PREPARATION - USING CHEESE, EGGS, AND MILK

UNIT 19.0 FOOD PREPARATION - CHEESE

TASK 19.01 PREPARE FOODS WITH CHEESE

PERFORMANCE OBJECTIVE:

Given instructions, a recipe or recipes, all ingredients, supplies, and equipment; prepare foods with cheese.

PERFORMANCE ACTIONS:

19.0101 Assemble necessary supplies, equipment, and ingredients for given recipe(s) for food with cheese.

19.0102 Select proper type of cheese for food product.

19.0103 Follow recipe(s) to product food product with cheese: (minimum of three suggested)

a. Cheese tray.
b. Cheese souffle.
c. Macaroni and cheese.
d. Swiss fondue.
e. Cheesecake.
f. Cheese omelet.
g. Cheese biscuits.
h. Cheese pizza pie.

(NOTE: Student should prepare one food using hard, semihard, and soft cheese (3 Groups of cheese).

(SUGGESTION: Prepare a cheese dessert, meat dish, and vegetable dish.)

PERFORMANCE STANDARDS:

- Prepare foods with cheese to include one each dessert, meat dish, and vegetables dish, using a hard, semihard, and soft cheese.

SUGGESTED INSTRUCTION TIME: 12 Hours

RELATED TECHNICAL INFORMATION:

- Recognize difference between types of cheese and food products with which they may be associated.

Addendum to Task 19.01

CHECKLIST

Pasta/Egg/Cheese/Casserole Side Dish

DIRECTIONS: Evaluate each produce made by checking "yes" or "no."

PASTA	YES	NO
1. Retained shapes and identify.		
2. No raw starch flavor.		
3. Remain separate; do not stick together.		
4. Proper temperature.		
5. Well blended flavors.		
6. Attractively arranged.		
7. Tender and palatable.		

EGG AND CHEESE SIDE DISHES	YES	NO
1. Tender.		
2. Attractive.		
3. Palatable.		
4. Proper consistency.		
5. Proper temperature.		
6. Proper garnish.		

CASSEROLES	YES	NO
1. Proper temperature.		
2. Easy to handle.		
3. Distinct flavor.		
4. Proper seasonings.		
5. Attractive.		
6. Compatible ingredients.		
7. Proper consistency.		

UNIT 19.0 FOOD PREPARATION - DAIRY PRODUCTS

TASK 19.02 PREPARE MILK-BASED DISHES SUCH AS CREAM SOUPS, CHOWDER, AND SAUCES

PERFORMANCE OBJECTIVE:

Given a recipe and access to the ingredients, measuring cups and spoons, a saucepan or double boiler, a food process, food mill, colander, sieve, or blender, and a wooden spoon; prepare a milk-based dish such as cream soup, chowder, or cream sauce. Performance will be rated by a checklist and all applicable items must receive an acceptable rating.

PERFORMANCE ACTIONS:

19.0201 Read recipe.

19.0202 Assemble necessary ingredients and equipment.

19.0203 Measure ingredients.

19.0204 Use one of the following procedures for preparing the required dish:

a. SAUCE
   (1) Melt butter or margarine.
   (2) Add flour, salt, and pepper; stir.
   (3) Remove from heat.
   (4) Add small portion of milk slowly while stirring constantly; stir in remaining milk.
   (5) Return pan to heat, or place over simmering water in bottom of double boiler.
   (6) Cook and stir until sauce has boiled.

b. CREAM SOUP
   (1) Put cooked vegetables and seasoning in a saucepan; simmer for specified time.
   (2) Puree vegetables.
   (3) Prepare a thin cream sauce.
   (4) Add puree slowly to cream sauce and stir.
   (5) Return to heat and cook stirring constantly.

c. MILK-BASED CHOWDER
   (1) Melt butter, margarine, or bacon drippings in large saucepan.
   (2) Add onion slices and cook.
   (3) Add water, diced potatoes, salt, and pepper; bring to a boil.
   (4) Reduce heat; simmer for specified time.
   (5) Add seafood or other vegetables; simmer for specified time.
   (6) Add milk and heat to desired temperature.

UNIT 19.0 FOOD PREPARATION - DAIRY PRODUCTS

TASK 19.02 PREPARE MILK-BASED DISHES SUCH AS CREAM SOUPS, CHOWDER, AND SAUCES (Con't.)

PERFORMANCE STANDARDS:

- Prepare milk-based dishes as required by the instructor (cream soups, chowder, and sauces) using given ingredients, supplies, and equipment.
- Rating will be by a checklist and all applicable items must receive an acceptable rating.

SUGGESTED INSTRUCTION TIME: 12 Hours

CHECKLIST

(Preparing milk-based dishes such as cream soups, chowder, and sauces)

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. WHITE SAUCE		
a. Had glossy appearance.		
b. Smooth in texture throughout.		
c. Consistency suited for intended use of sauce ranging from thin cream to thick paste.		
d. No raw starch taste.		
2. CREAM SOUP		
a. Had consistency of heavy cream.		
b. Was smooth and velvety in texture.		
C. Had no signs of curdling.		
3. CHOWDER		
a. Had heavy consistency.		
b. Had visibly pieces of vegetable and seafood.		

Unit 20.0

FOOD PREPARATION
STOCK - ROUX - SOUP
SAUCES - GRAVIES

UNIT 20.0 FOOD PREPARATION - SAUCES AND GRAVIES
TASK 20.01 (OPTIONAL) PREPARE ROUX TO THICKEN WARM SAUCES

PERFORMANCE OBJECTIVE:

Given instructions, recipe, ingredients, necessary equipment and materials; prepare a plain or French roux as a thickening agent for warm sauces.

PERFORMANCE ACTIONS:

20.0101 Assemble ingredients, materials, and equipment according to recipe.

20.0102 Determine if a plain or French roux is to be prepared.

20.0103 Blend together flour and fat of equal portions by weight. Use shortening, margarine, oil or rendered animal fat. (For French roux, use butter to produce a richer product.)

20.0104 Cook the roux(s) the prescribed time to eliminate the raw flour taste. Slightly cook a roux that will be used for a white or light sauce. For a brown sauce, cook the roux until it becomes brown in color.

20.0105 Add hot stock to the roux, stirring constantly to remove lumps and add to the thickening quality of the roux.

PERFORMANCE STANDARDS:

- Use given ingredients, recipe, and necessary materials, equipment, etc., prepare a plain or French roux as specified by the inspector.

SUGGESTED INSTRUCTION TIME: 6 Hours (OPTIONAL)

RELATED TECHNICAL INFORMATION:

- Types of sauces: Warm, Cold, Butter, Dessert or sweet sauces, Gravies.

UNIT 20.0 FOOD PREPARATION - SAUCES

TASK 20.02 PREPARE SAUCES

PERFORMANCE OBJECTIVE:

Given a standardized recipe, necessary equipment, ingredients, and required information, prepare three kinds of sauces, plain, cream, and tomato. The sauces must meet the specified degree of thickness, have a light sheen, be smooth and free of lumps, taste velvety, and have a delicate flavor with starch completely cooked. Brown sauces must be rich brown. Velour sauces must be a creamy color.

PERFORMANCE ACTIONS:

20.0201 Gather supplies and equipment.

20.0202 Place equal amounts of fat and flour together in a saucepan.

20.0203 Cook until desired color, stirring constantly.

20.0204 Pour liquid or stock into boiling mixture, stirring constantly.

20.0205 Cook until desired thickness.

PERFORMANCE STANDARDS:

- Prepare three kinds of sauces (plain, cream, and tomato) using given ingredients, recipes, and materials/equipment.
- The finished sauces must be the specified degree of thickness, have a light sheen, be smooth and free of lumps, taste velvety, and have a delicate flavor with starch completely cooked.
- Brown sauces must be rich brown.
- Velour sauces must be creamy color.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 20.0 FOOD PREPARATION - SOUP

TASK 20.03A (OPTIONAL) PREPARE SOUP STOCK

PERFORMANCE OBJECTIVE:

Using a standardized recipe, necessary food items, supplies, and equipment, prepare one soup stock using the stock-pot method. The stock must be clear, possess good color, and possess a good fresh flavor as judged by the instructor.

PERFORMANCE ACTIONS:

20.0301 Gather supplies, equipment, and ingredients.

20.0302 Place meat and bones in soup pot.

20.0303 Wash, trim, and cut vegetables.

20.0304 Add vegetables to soup pot.

20.0305 Add required liquid and seasonings.

20.0306 Simmer for required length of time.

20.0307 Strain stock at completion of simmering through several thicknesses of cheese cloth into another pot.

20.0308 Cool rapidly in covered pot.

PERFORMANCE STANDARDS:

- Prepare one soup stock made by the stock-pot method using given ingredients.
- The stock must be clear, possess good color, and possess a good fresh flavor as judged by the instructor.

SUGGESTED INSTRUCTION TIME: (OPTIONAL)

RELATED TECHNICAL INFORMATION:

- Identify: (a) White stock, (b) Brown stock, and (c) Fish or poultry stock.

UNIT 20.0 FOOD PREPARATION - GRAVIES

TASK 20.03B MAKE GRAVIES

PERFORMANCE OBJECTIVE:

Given a standardized recipe, necessary supplies, equipment, and ingredients; prepare two types of gravy. Pan and giblet. The gravy must be free of lumps, light brown in color and of desired thickness that meets with standards set by the instructor.

PERFORMANCE ACTIONS:

20.0301 Assemble equipment, supplies, and ingredients.

20.0302 Measure liquid and dry ingredients.

20.0303 Place fat and flour in skillet, stirring constantly until brown.

20.0304 Add liquid and salt.

20.0305 Stir until gravy boils.

20.0306 Add cooked giblet if required.

20.0307 Remove from range.

PERFORMANCE STANDARDS:

- Using standard recipes, supplies and ingredients furnished by the instructor; prepare one dish each of pan and giblet gravy.
- Gravy should not be too thin, lumpy, and should not have a skim over the top.
- Gravy should be smooth and have the consistency of heavy cream.
- Gravy should be served hot and should not be used on warm or cold food.

SUGGESTED INSTRUCTION TIME: 6 Hours

CHECKLIST

	Yes	No
1. Standardized recipe followed.		
2. Gravy not too thin.		
3. Gravy not lumpy.		
4. Gravy served at proper temperature.		
5. No skim on top of gravy.		
6. Good taste and smell.		

UNIT 20.0 FOOD PREPARATION - SOUP

TASK 20.03C PREPARE SOUPS

PERFORMANCE OBJECTIVE:

Given instruction and all equipment, supplies, and ingredients needed; demonstrate methods and techniques of preparing soup under each of the following categories: (a) Thin, (b) Thick, (c) Special, and (d) Cold.

PERFORMANCE ACTIONS:

20.0301 Prepare ingredients, supplies, and equipment.

20.0302 Follow standardized recipe.

20.0303 Season, etc., as appropriate.

20.0304 Serve either hot or cold according to soup.

PERFORMANCE STANDARDS:

- Prepare soup under each of the following categories: (a) Thin, (b) Thick, (c) Special, and (d) Cold.
- The soup must meet standards for commercial food service as represented by the instructor's judgment. Given recipe must be followed and the hot or cold soup must have good taste.

SUGGESTED INSTRUCITON TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

- See task concerning preparing soup stock.

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Addendum to Task 20.03-C

CHECKLIST

(Prepare Soup)

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Used correct supplies, equipment, and ingredients.		
2. Used a flavorful stock.		
3. Used seasoning in moderation to enhance flavor.		
4. Used meat that was cut into proper pieces.		
5. Added meat to soup stock.		
6. Used properly prepared vegetables.		
7. Simmered soup correct length of time.		
8. Had good flavor, aroma, and color.		
9. Operated kettle in safe manner.		

UNIT 20.0 FOOD PREPARATION - SAUCES

TASK 20.04 (OPTIONAL) MAKE EGG-THICKENED SALAD DRESSINGS AND SAUCES SUCH AS MAYONNAISE AND HOLLANDAISE

PERFORMANCE OBJECTIVE:

Given a recipe and access to the ingredients, measuring cups and spoons, a mixing bowl and spoon, a rubber spatula, a rotary beater, an electric mixer or blender, a saucepan, and a double broiler; make an egg-thickened dressing or sauce such as mayonnaise or Hollandaise. The dressing or sauce must have a sheen, be smooth and creamy in consistency, and must not curdle.

PERFORMANCE ACTIONS:

20.0401 Read recipe.

20.0402 Assemble necessary ingredients and equipment.

20.0403 Measure ingredients.

20.0404 Use one of the following methods for making an egg-thickened salad dressing or sauce.

a. MAYONNAISE - Method 1
   (1) Place egg yolks in bowl and beat.
   (2) Add dry ingredients and beat.
   (3) Beat in amount of oil specified in recipe.
   (4) Combine vinegar and lemon juice.
   (5) Alternately beat the remaining oil and lemon- vinegar mixture into the egg mixture.

b. MAYONNAISE - Method 2
   (1) Place egg, dry ingredients and a portion of oil into blender container; cover.
   (2) Blend.
   (3) Add portion of oil and lemon juice. Mix thoroughly.
   (4) Add last portion of oil and blend.

c. HOLLANDAISE - Method 1
   (1) Melt butter in saucepan; keep warm.
   (2) Heat lemon juice or vinegar in saucepan.
   (3) Place water in small saucepan; bring to a boil.
   (4) Place egg yolks in the top of a double boiler over hot water.
   (5) Beat yolks.
   (6) Add boiling water and beat.
   (7) Beat in warm lemon juice or vinegar.
   (8) Remove double boiler from heat.

UNIT 20.0 FOOD PREPARATION - SAUCES

TASK 20.04 (OPTIONAL) MAKE EGG-THICKENED SALAD DRESSINGS AND SAUCES SUCH AS MAYONNAISE AND HOLLANDAISE (Con't.)

PERFORMANCE ACTIONS (Con't.):

(9) Beat sauce well.
(10) Add melted butter.

d. HOLLANDAISE - Method 2

(1) Place butter in small saucepan; heat butter.
(2) Blend egg yolks, lemon juice, and seasoning.
(3) Pour butter over eggs and blend.

PERFORMANCE STANDARDS:

- Make egg-thickened salad dressings and sauce such as mayonnaise and Hollandaise from given ingredients and recipe.
- The finished dressing or sauce must have a sheen, be smooth and creamy in consistency, and must not curdle.

SUGGESTED INSTRUCTION TIME: Optional

UNIT 21.0

FOOD PREPARATION
MEAT, SEAFOOD, AND FOWL

UNIT	21.0	FOOD PREPARATION - PREPARING
TASK	21.01	CUT, TRIM, AND BONE POULTRY, OR FISH INTO PRESCRIBED PORTIONS FOR STEAKS, CHOPS, AND FILLETS

PERFORMANCE OBJECTIVE:

Given proper instruction, necessary equipment, supplies, and specific cuts of meat; cut, trim, and bone the meat in proper portions for a fillet. Cut, trim, and bone the meat to the standards set by the instructor.

PERFORMANCE ACTIONS:

21.0101	Prepare meat, fish, or poultry provided by the instructor.
21.0102	Gather supplies and equipment needed.
21.0103	Use proper equipment for cutting meat, fish, or poultry.
21.0104	Observe safety rules concerning use of equipment.
21.0105	Cut meats into correct size, shape, and thickness for desired cooking methods.

PERFORMANCE STANDARDS:

- Using equipment, supplies, and meat furnished by the instructor; cut, trim, and bone one fillet (as required by the instructor).
- Performance must be to the instructor's standards.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 21.0 FOOD PREPARATION - PREPARING

TASK 21.02 SEASON AND BREAD MEATS, SEAFOOD, AND FOWL FOR BAKING, ROASTING, BROILING, AND FRYING

PERFORMANCE OBJECTIVE:

Given a standardized recipe per meat type, equipment, supplies, and food items; season and bread one dish each of meat, seafood, and fowl. The meat must be breaded so the breading will cover completely the entire surface area for even browning. Performance will be judged by the instructor.

PERFORMANCE ACTIONS:

21.0201 Gather supplies, equipment, and needed food items.

21.0202 Season meat as required per type.

21.0203 Dip meat, seafood, or fowl in bread crumbs or flour.

21.0204 Dip meat, seafood, or fowl in beaten egg.

21.0205 Dip each meat, seafood, or fowl again in fine bread crumbs.

PERFORMANCE STANDARDS:

- Using recipe, equipment, supplies, and ingredients furnished by the instructor; bread one dish each of meat, seafood, and fowl.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 21.0 FOOD PREPARATION - PREPARING

TASK 21.03 CLEAN FISH

PERFORMANCE OBJECTIVE:

Given an uncleaned fish and access to a sharp knife, a cutting board, newspaper, a fish scaler, kitchen shears, and paper toweling; clean the fish. The fish must be free of scales, blood, bits of viscera or membrane, and fins.

PERFORMANCE ACTIONS:

21.0301 Assemble supplies needed.

21.0302 Cover cutting board with several layers of newspaper.

21.0303 Use one of the following methods for cleaning the fish:

a. Fish, with scales
   (1) Cut off fins
   (2) Wash fish
   (3) Lay fish on covered cutting board
   (4) Strip scales

b. Fish, without scales
   (1) Cut down to either side of dorsal fin for its full length
   (2) Pull dorsal fin toward the head of the fish

21.0304 Cut fish the entire length of the belly from the vent to the head; remove the entrals.

21.0305 Cut around the pelvic and ventral fins on the lower side; remove them.

21.0306 Cut fish above the collarbone; break backbone.

21.0307 Remove tail.

21.0308 Wrap and discard entrals.

21.0309 Wash fish.

21.0310 Dry fish.

PERFORMANCE STANDARDS:

- Clean a given fish. The fish must be free of scales, blood, bits of viscera or membrane, and fins.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 21.0 FOOD PREPARATION - PREPARING

TASK 21.04 CLEAN POULTRY

PERFORMANCE OBJECTIVE:

Given uncleaned poultry and access to a sharp knife, a cutting board, and a dry cloth or paper towels; clean the poultry. The poultry interior and exterior surfaces must be rinsed thoroughly.

PERFORMANCE ACTIONS:

21.0401 Assemble the necessary equipment and supplies.

21.0402 Rinse interior and exterior of bird under running water.

21.0403 Dry well.

PERFORMANCE STANDARDS:

- Clean given poultry.
- Poultry interior and exterior surfaces must be rinsed thoroughly.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 21.0 FOOD PREPARATION - PREPARING

TASK 21.05 CUT AND PORTION RED MEAT

PERFORMANCE OBJECTIVE:

Given red meat, such as beef, pork, or lamb, and access to a large knife, a boning knife, a cutting board, and a saw; cut and portion the meat. The meat pieces must be cut smoothly, and must be cut across the grain.

PERFORMANCE ACTIONS:

21.0501 Assemble necessary materials and equipment.

21.0502 Determine size of cuts or portions of meat.

21.0503 Trim excess skin or fat.

21.0504 Cut meat at joints or between ribs.

21.0505 Cut meat across the grain.

PERFORMANCE STANDARDS:

- Cut and portion meat to specifications given by the instructor.
- The meat pieces must be cut smoothly, not torn or jagged, must not contain pieces of chipped bone, and be cut across the grain.

SUGGESTED INSTRUCTION TIME: 2 Hours

RELATED TECHNICAL INFORMATION:

- Caution: Always cut meat holding knife blade away from self.

UNIT 21.0 FOOD PREPARATION - PREPARING

TASK 21.06 CUT AND PORTION FISH

PERFORMANCE OBJECTIVE:

Given raw fish and access to a sharp knife and cutting board, cut and portion fish. The fish must be cut smoothly and must not be torn or jagged.

PERFORMANCE ACTIONS:

21.0601 Assemble necessary materials and equipment.

21.0602 Cut fish according to one of the following procedures.

a. Fish steaks or darnes
  (1) Place cleaned fish on cutting board
  (2) Begin at head end and cut fish evenly into cross sections

b. Fish fillets
  (1) Lay fish on its side on cutting board
  (2) Slice gently through flesh just to the backbone starting either just in front of the tail or just behind the gill covers
  (3) Turn the knife blade gently so that is lies parallel to the spine; work the blade along the spine separating the meat from the bone
  (4) Turn the fish on its other side and repeat the process

PERFORMANCE STANDARDS:

- Cut and portion fish so the fish is cut smoothly and not torn or jagged.
- The instructor's standards applies.

SUGGESTED INSTRUCTION TIME: 1 Hour

UNIT 21.0 FOOD PREPARATION - PREPARING

TASK 21.07 CUT UP AND PORTION FOWL

PERFORMANCE OBJECTIVE:

Given a whole fowl and access to a sharp knife and a cutting board, cut up and portion fowl. The pieces must be cut smoothly, be neither torn or jagged, and must not contain pieces of chipped bone.

PERFORMANCE ACTIONS:

21.0701 Assemble the necessary equipment and supplies.

21.0702 Lay the fowl on a clean surface.

21.0703 Use one of the following methods for cutting up a fowl:

a. Small or individual pieces of fowl
    (1) Cut skin between each leg and the body.
    (2) Pull each leg away from the body; expose the thigh joint and cut through it.
    (3) Cut through the joint between the leg (drumstick) and the thigh.
    (4) Lift each wing away from body and cut at joint.
    (5) Start at tip of breast bone; cut breast into two pieces.
    (6) Cut off neck.
    (7) Cut back at end of the ribs, making two pieces.

b. Halves or quarters
    (1) Split fowl down the back.
    (2) Cut off neck and backbone.
    (3) Cut each half crosswise into two pieces.

PERFORMANCE STANDARDS:

- Cut up and portion fowl so the pieces are smoothly cut, and not torn or jagged. The cut pieces must contain no pieces of chipped bone.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 21.0 FOOD PREPARATION - COOKING

TASK 21.08 COOK MEATS, FISH, AND FOWL BY BARBECUING

PERFORMANCE OBJECTIVE:

Given a standardized recipe, ingredients, measuring cups and spoons, mixing bowl and spoon, a meat slicer knife, a shallow baking pan or dish, pastry brush, aluminum foil, long handled fork or turner, and grill; prepare one dish of meat, fish, and fowl by barbecuing. The meat, seafood, or fowl must be coated evenly with barbecue sauce, well done, easy to cut, and lightly browned.

PERFORMANCE ACTIONS:

21.0801 Read recipe.

21.0802 Assemble ingredients and accessories.

21.0803 Measure ingredients.

21.0804 Prepare barbecue sauce in mixing bowl according to recipe.

21.0805 Select tender and fresh meat, seafood, and fowl for barbecuing.

21.0806 Wipe meat with clean cloth.

21.0807 Slash fat edges on steak or other meat, if needed.

21.0808 Cut meat, fish, and fowl into serving size pieces.

21.0809 Apply barbecue sauce and other seasoning to meat, fish, or fowl.

21.0810 Place food in shallow baking pan or dish.
(NOTE: Item 9 and 10 may be reversed or jointly accomplished.)

21.0811 Cover baking pan or dish with foil, set in refrigerator.

21.0812 Prepare grill or oven.

21.0813 Sear each side evently.

21.0814 Continue cooking and basting.

UNIT	21.0	FOOD PREPARATION - COOKING
TASK	21.08	COOK MEATS, FISH, AND FOWL BY BARBECUING (Con't.)

PERFORMANCE ACTIONS (con't)

21.0815 Remove when done.
(NOTE: If cooked in oven, cook until done.)

PERFORMANCE STANDARDS:

- Barbecue meat, seafood, or fowl. The meat and fowl must be juicy, tender, taste fresh, and have a pleasing outside appearance.
- The fish must possess all of the above characteristics, plus being flaky.
- The instructor will rate the above characteristics.

SUGGESTED INSTRUCTION TIME: 3 Hours

UNIT 21.0 FOOD PREPARATION - COOKING

TASK 21.09 BRAISE MEAT, SEAFOOD, OR FOWL

PERFORMANCE OBJECTIVE:

Given recipe, ingredients, necessary processed meats, seafood, and fowl, required supplies and equipment (plate or piece of waxed paper, Dutch oven or heavy skillet with lid, and metal spatula); braise meat, seafood, or fowl. The finished product must be tender, juicy, and have a good brown color and be easy to cut.

PERFORMANCE ACTIONS:

21.0901 Reach recipe.

21.0902 Assemble necessary supplies and equipment.

21.0903 Marinate before braising if required.

21.0904 Place flour on a plate or piece of waxed paper.

21.0905 Dredge meat with flour or wipe meat dry.

21.0906 Heat Dutch oven or skillet; grease bottom of pan.

21.0907 Place meat, seafood, or fowl, in Dutch oven or skillet and alternately brown sides.

21.0908 Pour off excess fat; season meat, seafood, or fowl with small amount of liquid.

21.0909 Cover and cook, turning occasionally. Add small portions of broiling stock or water as necessary.

21.0910 Test for doneness by placing thermometer in meat.

21.0911 Remove meat, seafood, or fowl when done.

PERFORMANCE STANDARDS:

- Braise meat, seafood, or fowl using given ingredients, supplies, and equipment. The finished product must be tender, juicy, and have a good brown color.
- The meat surface pieces should be uniform, symmetrical, and attractive.
- The product must be easy to cut.
- The characteristics will be rated by the instructor.

SUGGESTED INSTRUCTION TIME: 3 Hour (each) (9 hours total)

UNIT 21.0 FOOD PREPARATION - COOKING

TASK 21.10 BAKE OR ROAST MEAT, SEAFOOD, AND FOWL

PERFORMANCE OBJECTIVE:

Given meat, seafood, or fowl, a recipe for baking or roasting and access to ingredients, a knife, a roasting pan with rack, a meat thermometer, metal skewers, a pastry brush, a fork, and aluminum foil; bake or roast meat, seafood, or fowl. The meat, seafood, or fowl must be easy to carve, juicy, well done, and evenly browned. The fish, in addition to the mentioned characteristics, must be flaky.

PERFORMANCE ACTIONS:

21.1001 Read recipe.

21.1002 Gather supplies and equipment needed.

21.1003 Prepare meat, seafood, or fowl to bake or roast according to directions of the recipe.
- a. Meat
  - (1) Season meat
  - (2) Make slashes in the fatty portion of meat
  - (3) Place meat, fat side up, on rack in a shallow roasting pan
  - (4) Insert a meat thermometer
- b. Seafood
  - (1) Wash the seafood; drain
  - (2) Portion seafood according to recipe directions
  - (3) Place seafood on rack in roasting pan
  - (4) Brush with melted butter or margarine
- c. Fowl
  - (1) Wash fowl and drain
  - (2) Secure the wings, legs, and tail in place
  - (3) Place fowl on rack in shallow roasting pan
  - (4) Insert meat thermometer

21.1004 Roast or bake according to recipe directions:
- a. Meat
  - (1) Place meat in oven; heat to specified temperature
  - (2) Roast meat until it reaches specified degree of doneness
- b. Seafood
  - (1) Place seafood in preheated oven
  - (2) Bake according to recipe directions
  - (3) Test for doneness
- c. Fowl
  - (1) Cover wings and thighs with aluminum foil
  - (2) Place fowl in preheated oven
  - (3) Bake fowl until it reaches specified degree of doneness

UNIT 21.0 FOOD PREPARATION - COOKING

TASK 21.10 BAKE OR ROAST MEAT, SEAFOOD, AND FOWL (Con't.)

PERFORMANCE STANDARDS:

- Prepare one dish each of meat, fish, and fowl by oven roasting or baking.
- The meat and fowl should be of good flavor and pleasing appearance.
- The texture should be moist, not dry, with firmness consistant with doneness, as well as being tender, without excess of grease or oil. Color should be natural to the meat, cooking, and degree of doneness.
- The roasted exteriors of the meat and fowl would be crisp, not dry, or tough.
- Fish must be moist, flake easily, taste fresh, and have pleasing color as judged by the instructor.

SUGGESTED INSTRUCTION TIME: 6 Hour (each) (18 hours total)

UNIT 21.0 FOOD PREPARATION - COOKING

TASK 21.11 BROIL MEAT, SEAFOOD, OR FOWL

PERFORMANCE OBJECTIVE:

Given processed food items, proper equipment, supplies and standardized recipe; prepare one meat, fish, and fowl dish by oven broiling. Supplies should include butter, oil or margarine, seasoning, meat tenderizer, carving knife, paper towels, aluminum foil, broiler pan with rack, a fork or pancake turner, and a pastry brush. The finished product should be easy to cut, browned evenly, juicy, and not charred or dried out.

PERFORMANCE ACTIONS:

21.1101 Assemble necessary supplies.

21.1102 Preheat broiling unit (optional).

21.1103 Broil by:

(a) Meat
  (1) Trim excess fat
  (2) Tenderize meat
  (3) Wipe meat fry with paper towel
  (4) Grease rack, line broiling pan with aluminum foil
  (5) Place meat on rack, place rack in position for broiling
  (6) Broil meat on alternate sides until desired stage of doneness is reached
  (7) Remove from oven and season

(b) Seafood
  (1) Place fish in greased, foil-like broiler pan
  (2) Brush with melted butter or oil
  (3) Sprinkle with salt and pepper
  (4) Broil fish on alternate sides until fish is flaky
  (5) Remove from oven

(c) Fowl
  (1) Rinse in cold water, pat dry with paper towel
  (2) Place fowl on a boiling rack
  (3) Brush with melted butter or margarine, sprinkle with salt and pepper
  (4) Place boiling pan in oven
  (5) Broil fowl on alternate sides until done
  (6) Remove from oven

TASK 21.11 BROIL MEAT, SEAFOOD, OR FOWL (Con't.)

PERFORMANCE STANDARDS:

- Prepare one meat, fish, and fowl dish by oven broiling. The meat and fowl should be of good flavor and pleasing appearance.
- The texture should be moist, not dry, with firmness consistent with doneness. The meat and fowl should be tender, without excess of grease or oil, color should be natural to the meat, cooking, and degree of doneness.
- The exterior of meat and fowl should be evenly browned, juicy, and glossy in appearance.
- Fish must be moist, flake easily, taste fresh and have a pleasing color.
- The finished product should be easy to cut and not charred or dried out.

SUGGESTED INSTRUCTION TIME: 3 Hours (each) (9 hours total)

UNIT	21.0	PREPARING FOODS - COOKING
TASK	21.12	DEEP FAT FRY MEAT, SEAFOOD, OR FOWL

PERFORMANCE OBJECTIVE:

Given meat, seafood, or fowl processed for cooking, necessary equipment, supplies, ingredients, damp cloth, deep fat fryer with frying basket, tongs or fork, and paper toweling; deep fat fry the meat, seafood, or fowl. The finished product must be very crisp, have golden brown surfaces, be well done, easy to cut, and free of grease. The fish should be moist, flake easily, taste fresh, and have a crisp golden brown outer covering.

PERFORMANCE ACTIONS:

21.1201 Assemble ingredients, supplies, and equipment.

21.1202 Wipe meat, seafood, or fowl surface with clean damp cloth.

21.1203 Season meat as necessary.

21.1204 Dredge item in flour mixture or bread crumbs, or dip into a batter.

21.1205 Place enough fat or oil in fryer to cover food.

21.1206 Heat shortening to desired temperature for specified meat.

21.1207 Place prepared meat, fish, and fowl in basket and lower into hot oil slowly.

21.1208 Lift and shake basket during frying.

21.1209 Remove pieces of breading or crumbs as they come loose in the fat.

21.1210 Fry required length of time until item is golden brown.

21.1211 Remove from fryer and drain on paper towel.

PERFORMANCE STANDARDS:

- Cook meat, fish, and fowl by frying.
- Fish must be moist, flake easily, taste fresh, and have a crisp golden brown outer covering.

TASK 21.12 DEEP FAT FRY MEAT, SEAFOOD, OR FOWL (Con't.)

PERFORMANCE STANDARDS (Con't.):

- Meat should be fried to produce a moist, fresh tasting and crisp outer covering.
- Item must be well done, easy to cut, and free of grease.

SUGGESTED INSTRUCTION TIME: 3 Hours (each) (9 hours total)

UNIT 21.0 FOOD PREPARATION - COOKING

TASK 21.13 GRILL MEAT, SEAFOOD, AND FOWL

PERFORMANCE OBJECTIVE:

Given meat, seafood, or fowl, seasonings, a grill, a pastry brush, and tongs or a fork; grill the item. When cooked by grilling, it must be evenly browned, thoroughly cooked, and easy to cut.

PERFORMANCE ACTIONS:

21.1301 Assemble necessary supplies.

21.1302 Prepare grill.

21.1303 Wipe meat, seafood, or fowl with clean, damp cloth.

21.1304 Brush with oil.

21.1305 Season.

21.1306 Place meat, seafood, or fowl on grill.

21.1307 Cook over medium heat until tender, turn frequently with tongs or fork.

21.1308 Remove food from grill.

PERFORMANCE STANDARDS:

- Grill meat, seafood, and fowl.
- Cooked item must be evenly browned, thoroughly cooked, and easy to cut.
- Item must meet instructor's standards.

SUGGESTED INSTRUCTION TIME: 3 Hours (each) (9 hours total)

UNIT 21.0 FOOD PREPARATION - COOKING

TASK 21.14 STEW MEAT, SEAFOOD, OR FOWL

PERFORMANCE OBJECTIVE:

Given meat, seafood, or fowl, a recipe and access to ingredients, a clean cloth, a cutting board, a sharp knife, a plate, a covered kettle, a slotted spoon, and a serving bowl; stew meat, seafood, or fowl. When completed, it must be juicy, cooked thoroughly, easy to cut, and evenly browned.

PERFORMANCE ACTIONS:

21.1401 Read recipe.

21.1402 Assemble necessary ingredients and equipment.

21.1403 Wipe meat, seafood, or fowl surfaces with clean, damp cloth.

21.1404 Cut into uniform pieces.

21.1405 Roll cubes in seasoned flour.

21.1406 Place a small amount of fat in stewing pot; heat pot.

21.1407 Place one layer of meat, seafood, or fowl into pot, brown all sides.

21.1408 Remove when browned; repeat the process with remaining meat.

21.1409 Place all of browned meat, seafood, or fowl into stewing pot; add liquid and seasoning; cover tightly and simmer over a low heat for the time specified in recipe or until tender.

21.1410 Add vegetables and cook.

21.1411 Remove vegetables and meat, seafood, or fowl; place in bowl.

21.1412 Make paste of flour and water; add to liquid broth that the stewed ingredients have been cooking in; stir and heat until thickened; pour over stewed ingredients.

UNIT 21.0 FOOD PREPARATION - COOKING

TASK 21.14 STEW MEAT, SEAFOOD, OR FOWL (Con't.)

PERFORMANCE STANDARDS:

- Stew meat, seafood, or fowl.
- Finished item must be juicy, cooked thoroughly, easy to cut, and evenly browned.
- The finished product must meet the instructor's standards.

SUGGESTED INSTRUCTION TIME: 6 Hours (each) (18 hours total)

Addendum to Task 21.14

CHECKLIST

Meat/Fish/Poultry Preparation

DIRECTIONS: List meat/fish/poultry being evaluated.

Rate the item from 1 (poor) to 5 (excellent). Total the ratings given and use the scale to determine the proficiency of the cook.

SCALE:		COMPETENCY LEVELS:
30-25	Regular Chef	4
24-19	Good Cook	3
18-13	Satisfactory	2
12-7	Needs improvement and supervision	1
6-1	Needs additional practice and supervision	0

	MEAT	FISH	POULTRY
1. Tender, not dry and crusty.			
2. Even brown color.			
3. Flavorful with seasoning well blended.			
4. Moist, not greasy.			
5. Small amount of shrinkage.			
6. Relatively few drippings left.			
TOTAL =			

UNIT 21.0 FOOD PREPARATION - PREPARING

TASK 21.15 MAKE CASSEROLES USING MEAT, SEAFOOD, OR FOWL

PERFORMANCE OFJBECTIVE:

Given a recipe and access to ingredients, a cutting board, a carving knife, a mixing bowl and spoon, and a baking dish with lid; make a casserole using a meat, seafood, or a fowl. The casserole must be thoroughly cooked, must be free of bones or bone slivers, and must be free of spillovers and scorching.

PERFORMANCE ACTIONS:

21.1501 Read recipe.

21.1502 Assemble necessary ingredients and equipment.

21.1503 Precook meat, seafood, or fowl according to recipe directions.

21.1504 Prepare other casserole ingredients.

21.1505 Place meat, seafood, or fowl on a cutting board and carve, removing the bones; cube, dice, or break into pieces.

21.1506 Combine the ingredients.

21.1507 Grease the baking dish.

21.1508 Preheat oven to temperature specified in recipe.

21.1509 Pour ingredients into baking dish; top casserole with grated cheese or bread or cracker crumbs; cover.

21.1510 Place casserole in preheated oven and bake according to recipe.

21.1511 Remove from oven.

PERFORMANCE STANDARDS:

- Make a meat, seafood, or fowl casserole that is thoroughly cooked, free of bones or bone slivers, and free of spillovers or scorching.
- Meet the instructor's standards.

UNIT 21.0 FOOD PREPARATION - PREPARING

TASK 21.15 MAKE CASSEROLE USING MEAT, SEAFOOD, OR FOWL (Con't.)

SUGGESTED INSTRUCTION TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

- Casserole dishes; Cheese, egg, bean, or pizza.

UNIT 21.0 FOOD PREPARATION COOKING

TASK 21.16 MAKE BREAD STUFFING OR DRESSING

PERFORMANCE OBJECTIVE:

Given a recipe and access to the ingredients, a sandwich knife, a measuring cup and spoons, a mixing bowl and spoon, a skillet, and a baking dish; make a bread stuffing or dressing. The bread stuffing or dressing must be light and slightly moist and must hold together.

PERFORMANCE ACTIONS:

21.1601	Read the recipe.
21.1602	Assemble necessary equipment and ingredients.
21.1603	Preheat oven to specified temperature.
21.1604	Cut bread into cubes.
21.1605	Heat measured amount of cubes for specified time in preheated oven.
21.1606	Remove bread cubes from oven and set aside.
21.1607	Melt measured amount of shortening in a skillet.
21.1608	Add ingredients called for in the recipe.
21.1609	Simmer.
21.1610	Stir in portion of bread cubes, place mixture with the remaining bread cubes.
21.1611	Add measured amounts of seasoning and other ingredients. Toss until well blended.
21.1612	Place the stuffing inside poultry or the dressing in a buttered baking dish.

PERFORMANCE STANDARDS:

- Make a bread stuffing or dressing from given ingredients and supplies using a given recipe.
- The finished product must be light and slightly moist and must hold together.
- The instructor's standards applies.

TASK 21.16 MAKE BREAD STUFFING OR DRESSING (Con't)

SUGGESTED INSTRUCTION TIME: 4 Hours

RELATED TECHNICAL INFORMATION:

- Cornbread stuffing.

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UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.01 PREPARE CONGEALED DESSERTS AND SALADS

PERFORMANCE OBJECTIVE:

Given a standardized recipe, necessary equipment, supplies, and ingredients; prepare one congealed dessert or salad by using plain gelatin. The appearance should have a smooth and glossy surface. Salad material should be distributed evenly throughout or arranged to form a design, with pieces being somewhat uniform in size. Color and flavor should be pleasing. The consistency should be such that it is firm and well set. Performance will be rated by instructor.

PERFORMANCE ACTIONS:

22.0101 Gather ingredients, supplies, and equipment needed.

22.0102 Soak gelatin in cold water until soft.

22.0103 Add hot liquid to disperse soaked gelatin.

22.0104 Stir until completely dissolved.

22.0105 Mix with remaining ingredients.

22.0106 Complete according to product desired.

PERFORMANCE STANDARDS:

- Using a recipe, necessary equipment, supplies and ingredients furnished by the instructor; prepare one congealed dessert or one congealed salad using plain gelatin.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.02 MOLD DESSERTS

PERFORMANCE OBJECTIVE:

Given a recipe and access to ingredients, measuring cups and spoons, a small saucepan, a rotary beater or an electric mixer, a double boiler, and dessert molds; mold a dessert. The dessert must be firm enough to hold shape of mold when turned from it, but not firm enough to be tough.

PERFORMANCE ACTIONS:

22.0201 Read recipe.

22.020[illegible] Assemble necessary ingredients and equipment.

22.0203 Measure ingredients.

22.0204 Using one of the following methods, mold the dessert.

a. GELATIN
   (1) Pour powdered gelatin in mixing bowl.
   (2) Pour measured amount of cold water over gelatin; stir.
   (3) Boil water in small saucepan; measure amount of boiling water needed according to package/recipe.
   (4) Add boiling water to the cold water-gelatin mix; stir.
   (5) Pour gelatin into moist mold(s).
   (6) Chill in refrigerator.

b. WHIPS
   (1) Follow steps 1 through 6 above for making gelatin.
   (7) Chill in refrigerator until partially set.
   (8) Remove from refrigerator and beat.
   (9) Pour into moist mold(s).
   (10) Chill.

c. SNOWS
   (1) Follow steps 1 through 6 for making a whip.
   (7) Add unbeaten egg whites; beat.
   (8) Place mixture into moist mold(s).
   (9) Chill.

d. BAVARIAN CREAM
   (1) Place powdered gelatin [illegible] mixing bowl; stir in cold water, set aside.
   (2) Scald milk in saucepan; set aside.
   (3) Separate eggs; place egg yolks into mixing bowl; beat.

PERFORMANCE ACTIONS (Con't.):

(4) Add sugar and salt to egg yolks; stir; slowly add scalded milk; blend.
(5) Place water in bottom of double boiler; bring to boil.
(6) Place milk mixture in top of a double boiler over boiling water; stir; remove from heat.
(7) Add gelatin; stir; cool.
(8) Add flavoring and light cream; stir; chill.
(9) Beat mixture.
(10) Beat egg whites.
(11) Fold stiffly beaten egg whites into gelatin.
(12) Pour into moist mold(s).
(13) Chill until firm.

e. Unmold dessert.

PERFORMANCE STANDARDS:

- Make mold desserts using given recipe, ingredients, and supplies.
- The dessert must be firm enough to hold the shape of the mold when turned from it, but not firm enough to be tough.

SUGGESTED INSTRUCTION TIME: 3 Hours/per (12 hours total)

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.03 MAKE UNCOOKED PUDDINGS

PERFORMANCE OBJECTIVE:

Given a recipe or a convenience mix and access to ingredients, a small dish, a saucepan or mixing bowl, measuring cups and spoons, a wooden spoon, a blender, rotary beater, or an electric mixer, waxed paper, and serving dishes; make an uncooked pudding. The pudding must be velvety smooth throughout, and firm but not runny, tough, or separated.

PERFORMANCE ACTIONS:

22.0301 Read the recipe.

22.0302 Assemble the necessary materials.

22.0303 Measure the ingredients.

22.0304 Prepare the uncooked pudding according to the directions for:

a. RENNET
    (1) Put water in small dish; add rennet tablet; crush and mix.
    (2) Heat milk.
    (3) Add sugar and flavoring to milk; stir.
    (4) Stir dissolved rennet into warm mixture.
    (5) Pour into individual serving dishes, and chill.

b. INSTANT MIX
    (1) Pour milk in a mixing bowl.
    (2) Add mix.
    (3) Blend.
    (4) Pour into individual serving dishes.
    (5) Cover and refrigerate.

PERFORMANCE STANDARDS:

- Make an uncooked pudding according to a given recipe so that the pudding is velvety smooth throughout, and firm but not runny, tough, or separated.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.04 PREPARE COOKED PUDDINGS

PERFORMANCE OBJECTIVE:

Given a recipe, ingredients, necessary supplies and equipment; prepare cream, baked, or boiled/steamed, and souffle' puddings. Follow a standardized recipe and meet the standards of the instructor. The pudding must be velvety smooth throughout, firm but not runny, tough, or separated.

PERFORMANCE ACTIONS:

22.0401 MAKE CREAM OR STARCH-THICKENED PUDDING:

a. Follow recipe for chocolate, vanilla, butterscotch, etc.
b. Assemble ingredients: hot milk, sugar, starch, vanilla, salt and eggs.
c. Heat milk, saving a small amount of cold milk to blend with the sugar and cornstarch. Blend mixture in double boiler.
d. Serve warm or chilled.

22.0402 MAKE BAKED OR EGG-THICKENED PUDDINGS:

a. Follow standardized recipe.
b. Assemble ingredients.
c. Use rice, bread, custard, etc., in pudding.
d. Bake pudding in a water bath at temperature of 325-340 degrees F.
e. Adjust oven temperature properly.
f. The custard should set but not completely cook.

22.0403 MAKE CHILLED OR GELATIN PUDDINGS:

a. Follow recipe for Bavarian cream, snow pudding, or moose.
b. Assemble ingredients.
c. Fold into basic gelatin mix whipped cream or egg whites.

22.0404 MAKE STEAMED OR BOILED PUDDINGS:

a. Follow recipe.
b. Assemble ingredients.
c. Use fruit as a filler, suet as the shortening, flour, eggs, and bread crumbs as binders, baking soda if a leavening is used, and brown sugar or molasses as the sweetener.
d. Spice with ginger, mace, nutmeg, or allspice. Add brandy flavoring for aroma and taste.
e. Cook in metal containers by steaming or bake in a water bath in a 350 degrees F over (covering with a damp cloth) for about 2-3 hours. Other

PERFORMANCE ACTIONS (Con't):

methods of cooking may be recommended in the recipe.

f. The completed pudding should be heavy, tight, and somewhat waxy in texture. Serve with a hot sauce that complements the puddings flavor and color.

PERFORMANCE STANDARDS:

- At the instructor's directions, prepare a cream, baked, or boiled/steamed and souffle' pudding following standardized recipe so that the finished pudding is velvety smooth throughout, firm but not runny, tough, or separated.

SUGGESTED INSTRUCTION TIME: 2½ Hour each, typically (10 hours total)

RELATED TECHNICAL INFORMATION:

- Adding cornstarch and eggs, to scalding milk.
- Whip cream, whip egg whites.
- Unmold puddings.
- Fold egg whites and cream into pudding mixture.
- Soak and dissolve unflavored gelatin.
- Use of meringue.
- Preparation of variations of puddings.
- Serving puddings.

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.05 MAKE BOILED CUSTARDS

PERFORMANCE OBJECTIVE:

Given a standardized recipe, ingredients, supplies, and equipment; make one boiled custard. The custard must thicken upon cooling, be firm and have a smooth, even texture. Performance will be rated by the instructor.

PERFORMANCE ACTIONS:

22.0501 Gather supplies and equipment.

22.0502 Scald 3/4 of the required milk in top of double boiler.

22.0503 Measure, mix, and sift dry ingredients.

22.0504 Place dry ingredients in heavy saucepan.

22.0505 Add 1/4 remaining cold milk to dry ingredients slowly, and blend.

22.0506 Add scalded milk slowly, stirring constantly.

22.0507 Cook over low heat until mixture slightly thickens, stirring constantly with wooden spoon.

22.0508 Add small amount of cooked mixture very slowly to slightly beated egg yolks; stir vigorously.

22.0509 Add the above mixture to remaining mixture; cook very slowly, stirring constantly until mixture coats the spoon.

22.0510 Remove from heat.

22.0511 Stir in flavoring.

22.0512 Pour into custard cups.

PERFORMANCE STANDARDS:

- Using ingredients, supplies, and a standardized recipe, prepare one boiled custard.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT	22.0	FOOD PREPARATION DESSERTS
TASK	22.06	MAKE BAKED CUSTARD

PERFORMANCE OBJECTIVE:

Given a recipe and access to ingredients, a double boiler, a mixing bowl and spoons, a saucer, custard cups, a knife, and a baking pan; make baked custard. The baked custard must be smooth, must be moist and thickened, and must not show signs of separation of the watery liquid from the coagulated custard.

PERFORMANCE ACTIONS:

22.0601 Read recipe.

22.0602 Assemble ingredients and equipment.

22.0603 Preheat oven to specified temperature.

22.0604 Pour water into lower part of double boiler. Heat to boiling.

22.0605 Measure specified amount of milk; pour into upper part of double boiler and place it over the boiling water.

22.0606 Heat the milk until scald.

22.0607 Break each egg separately in a saucer. Place eggs into mixing bowl and blend.

22.0608 Stir in measured amounts of the remaining ingredients.

22.0609 Add scalded milk gradually to the beaten egg mixture; stir.

22.0610 Place custard cups in baking pan.

22.0611 Pour mixture into custard cups. Sprinkle with nutmeg.

22.0612 Pour hot water around custard cups.

22.0613 Bake in preheated oven for specified time period.

22.0614 Test for doneness.

22.0615 Remove from, the oven.

PERFORMANCE STANDARDS:

- Make baked custard using given recipe, ingredients, and necessary supplies and equipment. The finished custard must be smooth, must be moist and thickened, and must not show signs of separation of the watery liquid from the coagulated custard.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 22.0 FOOD PREPARATION - BAKING

TASK 22.07 PREPARE COOKIES

PERFORMANCE OBJECTIVE:

Given instruction, necessary equipment, supplies, and ingredients and standardized recipe; make three different types of cookies; Bar, dropped, and rolled. For each type of cookie, use the conventional method of mixing. Performance will be rated by checklist and all items must be rated acceptable.

PERFORMANCE ACTIONS:

1. MAKE BAR COOKIES

   STANDARD: Cookies must be soft, chewy in texture, and uniform in size.

2. MAKE DROP COOKIES

   STANDARD: Drop cookies must be uniform in size with rounded tops, delicately browned with a rough surface, and crisp in texture.

3. MAKE ROLLED COOKIES

   STANDARD: Cookies must be the same shapes as cookie cutters, lightly brown in center shading to darker brown on edges, and slightly crisp in texture.

4. OTHER COOKIES THAT MAY BE INCLUDED:

   (a) Pressed cookies should be well shaped with a definite pattern, have delicately browned edges and a crisp, tender texture.
   (b) Refrigerator (ice-box) cookies should be consistent in shape and thickness, and must be light and crisp in texture.
   (c) The instructor may select any standardized recipe for student training in cookie preparation, including unbaked or filled cookies.

PERFORMANCE STANDARDS:

- Prepare three different types of cookies, as required by instructor, following standardized recipe and using the conventional method of mixing.

PERFORMANCE ACTIONS:

- Performance will be rated by checklist for bar, dropped, and rolled cookies and finished products must meet suggested standards.
- Cookies must be acceptable for sale by a commercial food service business and meet the instructor's standards.

SUGGESTED INSTRUCTION TIME: 3 Hours/each (9 hours total)

CHECKLIST

COOKIE PREPARATION

	RATING	
	Acceptable	Unacceptable
ROLLED COOKIES:		
1. Size and shape: retains shape of cutter		
2. Color: lightly browned		
3. Texture: crisp, tender		
4. Flavor: pleasing, no off flavor, rich		
BAR COOKIES:		
1. Size and shape: uniform, will hold shape		
2. Color: lightly browned		
3. Texture: slightly moist, thin crust, tender		
4. Flavor: pleasing, no off flavor, rich		
DROP COOKIES:		
1. Size and shape: fairly uniform, round shape		
2. Color: lightly browned		
3. Texture: slightly moist, tender		
4. Flavor: pleasing, no off flavor, rich		

UNIT 22.0 FOOD PREPARATION - DESSERTS/ENTREE

TASK 22.08 MAKE PUFF PASTRIES

PERFORMANCE OBJECTIVE:

Given recipe, tools and equipment, and ingredients; prepare puff pastry. Puff pastry must be light and flaky and units must be uniform in size and appearance, with no waxy aftertaste.

PERFORMANCE ACTIONS:

22.0801 Turn on/adjust oven temperature and dampers if applicable.

22.0802 Select bowl, mixer, and mixer attachments.

22.0803 Weigh ingredients according to formula.

22.0804 Mix dough according to formula.
(NOTE: No sugar or leavening agent used.)

22.0805 Rest dough in refrigerator.

22.0806 Sheet dough.

22.0807 Place roll-in on two-thirds of dough.

22.0808 Fold uncovered dough on to middle third.

22.0809 Fold remaining third on top.

22.0810 Place on pan.

22.0811 Roll cut to border.

22.0812 Refrigerate.

22.0813 Remove from refrigerator and sheet.

22.0814 Give a three fold.*

22.0815 Refrigerate.*

22.0816 *Repeat steps fourteen (14) and fifteen (15) twice more.

22.0817 Make up puff paste varieties.

22.0818 Place on prepared pan.

22.0819 Rest puff pieces.

UNIT 22.0 FOOD PREPARATION - DESSERTS/ENTREE

TASK 22.08 MAKE PUFF PASTRIES

PERFORMANCE ACTIONS (Con't.):

22.0820 Bake.

22.0821 Turn off/adjust oven temperature.

22.0822 Finish.

PERFORMANCE STANDARDS:

- Prepare puff pastries according to selected recipe.
- Finished pastries must be light and flaky.
- Units must be uniform in size and appearance.
- There must be no waxy aftertaste.

SUGGESTED INSTRUCTION TIME: 6 Hours
(NOTE: Allow a minimum of 15 minutes between each of the five rollings and foldings. Preparation of puff pastry will be time consuming.)

RELATED TECHNICAL INFORMATION:

- Note: Left-over paste will require additional rolling and folding before being made into units.
- Variations: (See recipe) Patty shells, Turnovers, Puff paste pocketbooks, and Napoleon slices, Lady locks or cream horns.
- Possible Fillings: (1) Whipped cream, meringue, cream, fruit, almond paste, honey fruit, orange, applesauce-pecan, date nut, etc., fillings. (2) (As entree) chicken a' la king, shrimp, lobster, seafood Newberg, creamed ham, cream chicken and mushrooms.
- Possible Toppings: Fruit, roll icing, dusted with powdered sugar, sanding sugar, butter, cinnamon, nut, cream, etc., toppings.

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.09 PREPARE ECLAIR PASTE PRODUCT

PERFORMANCE OBJECTIVE:

Given recipe, necessary kitchen tools and equipment, ingredients; prepare eclair paste products. Eclair paste products must be light and hollow with thin, crisp walls. Units must be uniform in size and color.

PERFORMANCE ACTIONS:

22.0901 Turn on/adjust oven.

22.0902 Select bowl, mixer, and mixer attachments.

22.0903 Weigh ingredients according to formula.

22.0904 Deposit oil, water, and salt into kettle.

22.0905 Bring to rolling boil.

22.0906 Add flour.

22.0907 Stir until mixture leaves sides of bowl.

22.0908 Cool.

22.0909 Place mix in mixer bowl.

22.0910 Mix.

22.0911 Add 1/3 of eggs.*

22.0912 Mix.*

22.0913 Scrape bowl.*

22.0914 *Repeat steps eleven (11) through thirteen (13) twice more.

22.0915 Deposit mix into pastry bag.

22.0916 Bag out onto prepared pan.

22.0917 Bake.

22.0918 Turn off/adjust oven temperature.

22.0919 Finish.

TASK 22.09 PREPARE ECLAIR PASTE PRODUCT (Con't.)

PERFORMANCE STANDARDS:

- Prepare eclair paste products.
- Product must be light and hollow with thin, crisp walls.
- Units must be uniform in size and color.
- Contain an element of surprise when cut into.

SUGGESTED INSTRUCTION TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

- Dough contains no leveling agent.
- Note: Don't stir mix in metal bowl with metal spoon: Metal on metal leave metallic taste in dough.
- Allow pastry shells to cool slowly: Rapid cooling may collapse shells.
- Varieties: Cream puffs, frozen cream puffs, frozen eclairs, and eclairs.

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.10 PREPARE SWEET DOUGH PRODUCTS

PERFORMANCE OBJECTIVE:

Given recipe, necessary tools and equipment, and ingredients; prepare sweet dough products as required by instructor and following standard recipe.

PERFORMANCE ACTIONS:

NOTE: Actions are determined by pastry variety and recipe.

1. Prepare Virginia Pastry dough following recipe.

   Varieties: Breakfast cake, shortcake, biscuits, fruit crips, turnabouts, and concertinas.

2. Prepare Sweet dough.

   Varieties: Sweet rolls, coffee cake, pecan rolls, cinnamon sugar buns.

3. Prepare Danish pastry dough.

   Varieties: Danish rolls, Fruit filled coffee cake, Spiral coffee cake, Fruit cluster coffee cake, Honey fruit coffee cake, Confection roll.

PERFORMANCE STANDARDS:

- Prepare sweet dough products as required by instructor.
- Standardized recipe should be followed and products should meet commercial standards.
- Sweet dough should be rich, flavorful with a golden yellow color.
- Danish should be rich, tender, flaky with exceptional taste.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.10 PREPARE SWEET DOUGH PRODUCTS

RELATED TECHNICAL INFORMATION:

- Typical fillings: Almond paste, fruit, cream, honey fruit, orange, filbert, applesauce-pecan, aloho, date nut, confection.
- Typical toppings: Butter, prep strussel, almond brittle, cinnamon nut, sugar, cream.

- NOTE: Virginia pastry dough is best kept on cool side (under 65 degrees).
  Sweet dough should be kept at 78-85 degrees. No not overproof.
  Danish pastry dough should be kept at 70-75 degrees for best results. Exercise care in rolling.

CHECKLIST

(For Flaky Pastries)

DIRECTIONS: Beside each description listed below, answer "yes" or "no" and write the probable cause beside it.

PASTRY DESCRIPTION	"Yes"	"No"	PROBABLE CAUSE
Flaky			
Crisp			
Tender			
Rough, blistery surface			
Golden color; edge a golden brown			
Very little shrinkage			

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.11 WHIP CREAM

PERFORMANCE OBJECTIVE:

Given a recipe and access to ingredients, a mixing bowl, and a rotary beater or electric mixer, whip cream. The cream must have fluffy, soft peaks and a glossy surface.

PERFORMANCE ACTIONS:

22.1101 Read the recipe.

22.1102 Assemble ingredients and equipment.

22.1103 Chill mixing bowl and beaters for specific time.

22.1104 Pour chilled cream into bowl and beat until fluffy.

22.1105 Fold in sugar and flavorings until blended.

22.1106 Chill in the refrigerator until ready to use.

PERFORMANCE STANDARDS:

- Whip cream using a given recipe, ingredients, and supplies.
- The finished whipped cream must have fluffy, soft peaks and a glossy surface and must meet the instructor's standards.

SUGGESTED INSTRUCTION TIME: 1 Hour

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.12 MAKE DESSERT SAUCES SUCH AS CHOCOLATE

PERFORMANCE OBJECTIVE:

Given a recipe and access to ingredients, measuring cups and spoons, a saucepan or a mixing bowl, and a wooden spoon, make dessert sauces, e.g., chocolate sauce, lemon sauce, hard sauce. The sauce must be smooth, free of lumps, and have the thickness of heavy cream.

PERFORMANCE ACTIONS:

22.1201 Read the recipe.

22.1202 Assemble the necessary materials.

22.1203 Measure the ingredients.

22.1204 Use one of the following methods for making a dessert sauce:

a. CHOCOLATE SAUCE
   (1) Put sugar, cocoa, and salt in a saucepan; mix thoroughly.
   (2) Stir in light corn syrup and water; boil while stirring; remove from heat.
   (3) Stir in flavoring and butter or margarine.

b. LEMON SAUCE
   (1) Put sugar and cornstarch in saucepan; mix thoroughly.
   (2) Stir in boiling water; boil while stirring; remove from heat.
   (3) Add butter or margarine, lemon juice, and flavorings; stir until butter or margarine is melted.

c. HARD SAUCE
   (1) Place butter or margarine in mixing bowl; cream until soft.
   (2) Beat in confectioners' sugar gradually.
   (3) Add vanilla; beat until fluffy.
   (4) Chill.

PERFORMANCE STANDARDS:

- Make dessert sauces such as chocolate, lemon sauce, etc.
- The finished dessert sauces must be smooth, free of lumps, and have the thickness of heavy cream.

SUGGESTED INSTRUCTION TIME: 2 Hours/each (6 hours total)

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.13 PREPARE GLAZES

PERFORMANCE OBJECTIVE:

Given a standardized recipe, necessary equipment, supplies, and food items; prepare a fresh fruit glaze. The glaze must be clear, free of lumps and semiliquid in nature as judged by the instructor.

PERFORMANCE ACTIONS:

22.1301 Assemble supplies, equipment, and needed ingredients.

22.1302 Place water or fruit juice and sugar in a sauce pan and bring to a boil.

22.1303 Dissolve starch in water.

22.1304 Pour dissolved starch water slowly into boiling liquid.

22.1305 Beat vigorously.

22.1306 Cook mixture until thick and clear.

PERFORMANCE STANDARDS:

- Using equipment, recipe, and ingredients furnished by the instructor; prepare one fresh fruit glaze.

SUGGESTED INSTRUCTION TIME: 1 Hour/each

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.14 MAKE MERINGUE

PERFORMANCE OBJECTIVE:

Given a recipe and access to ingredients, a mixing bowl, a rotary beater or an electric mixer, measuring cups and spoons, a rubber spatula, a dessert or baking sheet covered with brown paper, and a cooling rack; make meringue. Performance will be rated by a checklist. All applicable items must be rated "acceptable."

PERFORMANCE ACTIONS:

22.1401 Read recipe.

22.1402 Assemble necessary supplies.

22.1403 Separate egg whites and put them in a dry mixing bowl.

22.1404 Allow egg whites to reach room temperature.

22.1405 Preheat oven to specified temperature.

22.1406 Using one of the following methods, make meringue:

a. SOFT MERINGUE
   - (1) Beat egg whites until foamy.
   - (2) Add measured amounts of cream of tartar and salt.
   - (3) Dust granulated or powdered sugar into egg white while continuing to beat to stiff peaks.
   - (4) Place soft meringue on pie or other dessert.
   - (5) Bake in preheated oven for recommended time.

b. HARD MERINGUE
   - (1) Beat egg whites until foamy.
   - (2) Stabilize the foam with lemon juice, vinegar or cream of tartar.
   - (3) Add sugar while beating.
   - (4) Place meringue in desired shape on paper covered baking dish.
   - (5) Bake in a preheated oven for the recommended time.

22.1407 Remove from oven and cool on a cooling rack.

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.14 MAKE MERINGUE (Con't.)

PERFORMANCE STANDARDS:

- Make meringue from given recipe, ingredients, and materials with all applicable items on a checklist being rated as acceptable.
- Soft meringue must have stiff peaks, be glossy, have no grainy or sugary taste, be light in weight, not "weep," not slip from edge of pastry, be lightly browned, be peaked and swirled, have no cracks or splits, and have no beads of syrups.
- Hard meringue must not be tough or gummy, not grainy or sugary, must be in stiff peaks and lightly browned.

SUGGESTED INSTRUCTION TIME: 1 Hour/each

CHECKLIST

(Make Meringue)

ACTIVITY	RATING	
	Acceptable	Unacceptable
SOFT MERINGUE		
1. Stood in stiff peaks.		
2. Was glossy.		
3. Had no grainy or sugary taste.		
4. Was light in weight.		
5. Did not "weep."		
6. Did not slip away from edge of pastry.		
7. Was lightly browned.		
8. Peaked and swirled.		
9. Had no cracks or splits.		
10. Had no beads of syrup.		

HARD MERINGUE

1. Was not tough.		
2. Was not gummy.		
3. Was not grainy or sugary.		
4. Stood in stiff peaks.		
5. Was lightly browned.		

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.15 PREPARE UNCOOKED FROSTINGS

PERFORMANCE OBJECTIVE:

Given a recipe and access to the ingredients, measuring cups and spoons, a mixing bowl, a rubber spatula, and an electric mixer; prepare uncooked frosting. The frosting must be soft and creamy, moist, and easy to spread.

PERFORMANCE ACTIONS:

22.1501 Read recipe.

22.1502 Assemble necessary materials.

22.1503 Measure butter or margarine and place in mixing bowl.

22.1504 Blend confectioners' sugar with butter and cream.

22.1505 Add measured amounts of liquid ingredients, flavorings, and more confectioners' sugar; blend.

22.1506 Add remaining confectioners' sugar; stir to a cream finish.

PERFORMANCE STANDARDS:

- Prepare uncooked frosting that is soft and creamy, moist, and easy to spread using given recipe, ingredients, and necessary supplies and equipment.

SUGGESTED INSTRUCTION TIME: 1 Hour

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.16 PREPARE COOKED FROSTINGS

PERFORMANCE OBJECTIVE:

Given a recipe and access to ingredients, measuring cups and spoons, a double boiler or saucepan, two mixing bowls, a rubber spatula, a wooden spoon, and an electric mixer; prepare a cooked frosting. The frosting must be neither stiff nor runny, have a smooth, well-blended texture, and be easy to spread.

PERFORMANCE ACTIONS:

22.1601 Read recipe.

22.1602 Assemble necessary ingredients and equipment.

22.1603 Measure ingredients.

22.1604 Use one of the following methods to prepare a cooked frostings.

a. DOUBLE-BOILER FROSTING
   (1) Place water in bottom of double boiler; bring to boil.
   (2) Mix ingredients in top of double boiler; place over boiling water.
   (3) Cook and stir according to recipe instructions.
   (4) Remove from heat.
   (5) Beat over hot water until mixture forms peaks.
   (6) Add flavoring and beat again.

b. HARD-BALL (SEAFORM) FROSTING
   (1) Put sugar and water in medium-sized saucepan; heat and stir until sugar is dissolved.
   (2) Cook to degree called for in recipe.
   (3) Cool.
   (4) Add salt to egg whites; beat until very stiff.
   (5) Pour portions of syrup into beaten egg whites; beat.
   (6) Add flavoring and continue beating.

c. SOFT-BALL (FUDGE) FROSTING
   (1) Put sugar, milk, butter or margarine, and salt in a saucepan; heat, and stir.
   (2) Cook to degree called for in recipe.
   (3) Separate eggs; place egg yolks in mixing bowl and beat.
   (4) Melt unsweetened chocolate in top of a double boiler.

PERFORMANCE ACTIONS (Con't.):

(5) Pour syrup over beaten egg yolks and beat again.
(6) Add melted unsweetened chocolate and flavoring; beat mixture.

PERFORMANCE STANDARDS:

- Prepare cooked frosting using given recipes, ingredients, and supplies, and following a method designated by the instructor; Double-boiler, Hard-ball (seafoam), or Soft-ball (fudge) frosting.
- The finished frosting must be neither stiff nor runny, have a smooth, well blended texture, and be easy to spread.

SUGGESTED INSTRUCTION TIME: 1 Hour/each (3 hours total)

UNIT	22.0	FOOD PREPARATION - DESSERTS
TASK	22.17	PREPARE CREAM FILLINGS FOR PIES

PERFORMANCE OBJECTIVE:

Given a standardized recipe, supplies, and ingredients; prepare one cream pie filling by the conventional method. The filling must be free of lumps, smooth, full-flavored and rich, with no raw flour or starch taste as judged by the instructor.

PERFORMANCE ACTIONS:

22.1701 Gather supplies and equipment.

22.1702 Mix dry ingredients in double boiler.

22.1703 Add milk slowly to dry ingredients, stirring constantly.

22.1704 Cook in double boiler until well thickened, stirring constantly.

22.1705 Pour cooked mixture over beaten egg yolks slowly, stirring rapidly.

22.1706 Return to double boiler and cook until egg yolks is thickened (about 2 minutes).

22.1707 Remove from heat.

22.1708 Add flavor and required amount of butter or shortening.

PERFORMANCE STANDARDS:

- Using a standardized recipe, equipment, and ingredients furnished by the instructor, prepare one cream pie filling using the conventional method.
- The filling must be free of lumps, smooth, full flavored and rich, with no raw flour or starch taste as judged by the instructor.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.18 MAKE PIES WITH CUSTARD FILLINGS

PERFORMANCE OBJECTIVE:

Given a recipe and access to ingredients, an unbaked pie shell, measuring cups and spoons, a mixing bowl and spoon, a rotary beater or an electric mixer, a pie pan, a knife, a metal spatula, a double boiler, meringue, and a cooking rack; make a pie with custard filling. The crust must be flaky or mealy in texture, be easy to cut, have no signs of sogginess, and be golden brown in color. The filling must be thick enough to hold its shape when cut and be smooth and well-blended in texture.

PERFORMANCE ACTIONS:

22.1801 Read recipe.

22.1802 Preheat oven to specified temperature.

22.1803 Assemble necessary materials, ingredients.

22.1804 Measure ingredients.

22.1805 Bake or partially bake pastry.

22.1806 Use one of the following methods for making a custard filling:

a. CUSTARD - METHOD 1
  - (1) Beat egg yolks.
  - (2) Add dry or other ingredients; stir.
  - (3) Pour filling in the partly baked pie shell.
  - (4) Sprinkle top with a spice.
  - (5) Bake in preheated oven for specified time or until done.

b. CUSTARD - METHOD 2
  - (1) Beat egg yolks.
  - (2) Add dry or other ingredients; stir.
  - (3) Pour mixture in a chilled, unbaked pie shell.
  - (4) Bake in preheated oven for specified time or until done.

c. CUSTARD - METHOD 3
  - (1) Grease pie pan.
  - (2) Beat egg yolks.
  - (3) Add dry or other ingredients; stir.
  - (4) Pour filling in greased pie pan.
  - (5) Bake in preheated oven for specified time or until done.
  - (6) Cool quickly.
  - (7) Cut edges of custard free from pan; shake gently to loosen.

PERFORMANCE ACTIONS (Con't.):

(8) Slide filling into baked pie shell.

d. CREAM FILLING

(1) Place egg yolks in mixing bowl; beat until well-blended; set aside.
(2) In top of double boiler, stir together sugar and cornstarch.
(3) Add milk; blend thoroughly.
(4) Place pan over direct heat; stir.
(5) Remove from heat.
(6) Add thickened starch mixture to beaten egg yolks.
(7) Stir egg yolks mixture into hot starch mixture.
(8) Place pan over boiling water in bottom of double boiler; stir slowly.
(9) Cool slightly; then pour cream filling into the baked pie shell.

22.1807 Cover with meringue; bake according to recipe instructions.

PERFORMANCE STANDARDS:

- Make pies with custard fillings.
- The crust must be flaky or mealy in texture, be easy to cut, have no signs of sogginess, and be golden brown in color.
- The filling must be thick enough to hold its shape when cut and be smooth and well-blended in texture.
- Recipe, ingredients, and necessary supplies and equipment will be provided by the instructor.

SUGGESTED INSTRUCTION TIME: 3 Hours/each (9 hours total)

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.19 MAKE PIES WITH FRUIT FILLINGS

PERFORMANCE OBJECTIVE:

Given a recipe and access to the ingredients, measuring cups and spoons, two mixing bowls and a spoon, a pastry blender, a pastry board, a rolling pin, a paring knife, an apple corer, a pie pan, and a cooling rack; make a pie with a fruit filling. The fruit pie filling must be blended thoroughly; the fruit must be easy to cut; and the crust must be golden brown and free of spillovers.

PERFORMANCE ACTIONS:

22.1901 Read the recipe.

22.1902 Assemble the necessary ingredients and equipment.

22.1903 Measure the ingredients.

22.1904 Prepare pastry; cover and set aside in the refrigerator.

22.1905 Place spices, sugar, salt, and flour in a small mixing bowl; blend thoroughly; set aside.

22.1906 Wash fruits thoroughly and dry or open can of fruit or open a package of frozen fruit.

22.1907 Core, pare, slice, quarter, pit, and/or remove any blemishes from fruit; place in mixing bowl.

22.1908 Preheat the oven to specified temperature.

22.1909 Roll out pastry for bottom and top crusts.

22.1910 Place bottom crust in pie pan.

22.1911 Add sugar/seasoning mixture to fruit; mix carefully.

22.1912 Place fruit into pastry-lined pie pan; pat down firmly.

22.1913 Cut butter or margarine into small pieces; dot over fruit.

22.1914 Cover filling with slitted top crust, or cut top crust into strips and place into lattices on top of filling; seal the edges of the top crust or lattice work.

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.19 MAKE PIES WITH FRUIT FILLINGS (Con't.)

PERFORMANCE ACTIONS (Con't.):

22.1915 Bake in preheated oven for the recommended time or until done.

22.1916 Cool.

PERFORMANCE STANDARDS:

- Make a pie with fruit filling. The finished pie filling must be blended thoroughly; must be easy to cut; and the crust must be golden brown and free of spillovers.

SUGGESTED INSTRUCTION TIME: 2 Hours/each

RELATED TASK:

- Prepare nut filling: see standardized recipe.

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.20 MAKE CRUMB PIE CRUSTS

PERFORMANCE OBJECTIVE:

Given a recipe and access to ingredients, a measuring cup and spoons, a mixing bowl and spoon, a rolling pin, waxed paper, a pie pan, and a cooling rack; make a crumb pie crust. The crumbs of the crust must be finely crushed; the crust must cut easily, hold its shape, have evenly distributed ingredients and even thickness.

PERFORMANCE ACTIONS:

22.2001 Read recipe.

22.2002 Assemble necessary materials.

22.2003 Preheat oven to specified temperature.

22.2004 Place crackers or cookies between two sheets of waxed paper; roll over them to make crumbs.

22.2005 Measure ingredients.

22.2006 Put all ingredients in mixing bowl, and blend thoroughly.

22.2007 Press evenly and firmly over bottom and sides of pit pan.

22.2008 Bake in preheated oven for recommended time.

22.2009 Remove from oven and cool.

PERFORMANCE STANDARDS:

- Make crumb pie crusts using given recipe, ingredients, and supplies.
- The completed pie crusts must be cut easily, hold its shape, and have evenly distributed ingredients and even thickness.
- The crumbs of the crust must be finely crushed.

SUGGESTED INSTRUCTION TIME: 1 Hour

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.21 MAKE STANDARD PIE CRUSTS

PERFORMANCE OBJECTIVE:

Given a recipe and access to ingredients, measuring cups and spoons, a mixing bowl and spoon, a sifter, a pastry cutter, a saucepan, a fork, a pastry board, a rolling pin, a pie pan, and kitchen shears, make a pie crust. Performance will be rated by a checklist. All applicable items must receive a rating of "acceptable".

PERFORMANCE ACTIONS:

22.2101 Read the recipe.

22.2102 Assemble the necessary ingredients and equipment.

22.2103 Preheat the oven to the specified temperature.

22.2104 Measure the ingredients.

22.2105 Use one of the following methods for mixing ingredients, according to the type of crust being made:

a. COLD WATER PASTRY
   - (1) Sift together flour and salt into mixing bowl.
   - (2) Cut in shortening.
   - (3) Sprinkle half of cold water over mixture; cut in and add remaining water and mix.

b. HOT WATER PASTRY
   - (1) Sift flour and salt together onto wax paper.
   - (2) Place shortening in mixing bowl.
   - (3) Boil water in a saucepan.
   - (4) Add boiling water and milk to shortening; beat.
   - (5) Add flour and salt mixture; stir.

c. OIL PASTRY
   - (1) Sift flour and salt together into mixing bowl.
   - (2) Add salad oil to milk in measuring cup.
   - (3) Add oil-milk mixture to flour and salt.
   - (4) Stir with a fork.

22.2106 Shape dough into a ball in the mixing bowl; chill if recipe specified.

22.2107 Place the dough on lightly floured board.

TASK 22.21 MAKE STANDARD PIE CRUSTS (Con't.)

PERFORMANCE ACTIONS (Con't.):

22.2108 Roll out the dough.

22.2109 Fold the dough into quarters.

22.2110 Lift the folded dough from board to one quarter or pie pan; gently unfold the dough; evenly distribute the dough in the pan.

22.2111 Trim the dough so it is even.

22.2112 Fold the edge under; flute the edge.

22.2113 If the pastry is to be baked before being filled, prick the dough. Otherwise, add the filling.

22.2114 Bake in preheated oven for the time recommended in the recipe or until a golden brown.

22.2115 Remove from oven.

PERFORMANCE STANDARDS:

- Make a standard pie crust that is rated "acceptable" on all items of a checklist.
- Finished crust must meet instructor's standards.

SUGGESTED INSTRUCTION TIME: 2 Hours

CHECKLIST ACCOMPANIES THIS TASK

CHECKLIST

(Make standard pie crusts)

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Cold water pastry: a. Was golden brown in color when baked.		
b. Had many small blisters on surface.		
c. Was tender (short) in texture.		
d. Flaky.		
e. Crisp.		
2. Hot water pastry: a. Was golden brown in color when baked.		
b. Had some small blisters on surface.		
c. Was fairly tender (short) in texture.		
3. Oil pastry: a. Was golden brown in color when baked.		
b. Was very tender (short) in texture.		
c. Had a mealy crust.		

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UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.22 MAKE PASTRY PIE CRUSTS

PERFORMANCE OBJECTIVE:

Given a standardized recipe, necessary equipment, and ingredients; prepare one pie pastry. A checklist will be used to rate performance and all items on the checklist must receive an acceptable rating.

PERFORMANCE ACTIONS:

22.2201	Assemble supplies and ingredients.
22.2202	Measure ingredients.
22.2203	Sift dry ingredients.
22.2204	Cut in desired fat.
22.2205	Add liquid.
22.2206	Mix dough.
22.2207	Roll dough.
22.2208	Place rolled dough in pit pan.
22.2209	Flute edges.
22.2210	Prick entire bottom of pie crust with fork.
22.2211	Bake to a golden brown.

PERFORMANCE STANDARDS:

- Using recipe, equipment, and ingredients provided; prepare a pie pastry that could be used for any type pie filling.

SUGGESTED INSTRUCTION TIME: 2 Hours

Addendum To Task 22.22

CHECKLIST

(Make Pie Crust)

ACTIVITY	RATING	
	Acceptable	Unacceptable
OUTSIDE CHARACTERISTICS: 1. Shape: Even thinness all over; neat, even edges.		
2. Size: Fits pan well.		
3. Color: Light golden brown with darker brown edges.		
4. Crust: Slightly blistered; rough; not smooth or leathery looking.		
INSIDE CHARACTERISTICS: 5. Texture: Delicately crisp; flaky; not compact or soggy.		
6. Tenderness: Easily cut but not crumbly or tough.		
7. Flavor: Rich; delicate; no scorched fat or salty taste; does not overpower taste of filling.		

UNIT	22.0	FOOD PREPARATION - DESSERTS
TASK	22.23	MAKE COBBLER

PERFORMANCE OBJECTIVE:

Given a standardized recipe, necessary ingredients, supplies, and equipment; prepare one fruit cobbler to be baked in the oven. The cobbler should have good flavor, color, and texture, with a delicately browned crust, to meet standards set by the instructor.

PERFORMANCE ACTIONS:

22.2301	Assemble supplies, equipment, and ingredients.
22.2302	Combine sugar and flour; mix with fruit.
22.2303	Arrange fruit in baking dish.
22.2304	Dot with butter or margarine, and cinnamon or other spices, if desired.
22.2305	Cover with plain pastry.
22.2306	Press pastry to edge of baking dish.
22.2307	Cut or design top of pastry to allow steam to escape.
22.2308	Bake for required time.
22.2309	Remove from oven.
22.2310	Place on cooling rack.

PERFORMANCE STANDARDS:

- Using standardized recipe, equipment, supplies, and ingredients provided by the instructor; prepare one fruit cobbler to be baked in the oven.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.24 MAKE CAKES

PERFORMANCE OBJECTIVE:

Given instruction, equipment, supplies, ingredients, and standardized formulars; make one cake with fat (cup, layer, or loaf) and one cake without fat (angel or sponge). A checklist will be used to rate performance and all items must receive an acceptable rating.

PERFORMANCE ACTIONS:

(PERFORMANCE ACTIONS WILL BE CLARIFIED IN STANDARDIZED RECIPE.)

1. PREPARE BUTTER-TYPE CAKE (Buttercake)

   STANDARD: Cake must be symmetrical in shape, be uniform in color, have even crumb, fine grain, and be moist and tender in texture. The crust should be thin and golden brown.

2. PREPARE FOAM-TYPE CAKES (Angel, Sponge, or Chiffon)

   STANDARD: Cakes must be symmetrical in shape, have uniform color, even crumb, fine grain, and must be moist, tender, and sponge-like in texture.

PERFORMANCE STANDARDS:

- Prepare butter and foam type cakes (with and without fat) to recommended standards.
- A checklist will be used to rate cakes and all appropriate items must be rated acceptable.

SUGGESTED INSTRUCTION TIME: 2 Hours/per cake (4 hours total)

For additional information see: Curriculum Guide for Commercial Cooking, Columbia, SC: State Department of Education, p. 278, 1972.

Addendum To Task 22.24

CHECKLIST

BAKE CAKE USING FAT

OUTSIDE CHARACTERISTICS:

			RATING	
			Acceptable	Unacceptable
1.	Shape:	Uniform, slightly rounded top, free from peaks or cracks.		
2.	Size:	Uniform, light in weight in proportion to size.		
3.	Color:	Uniform golden brown.		
4.	Crust:	Tender, smooth.		

INSIDE CHARACTERISTICS:

5.	Color:	Uniform, characteristic of kind of cake.		
6.	Grain:	Fine, round, thin-walled cells, evenly distributed, free from tunnels.		
7.	Texture:	Tender, velvety, moist neither soggy nor crumbly.		
8.	Flavor:	Pleasing, well-blended, with no bitterness.		

BAKE CAKE WITHOUT FAT

OUTSIDE CHARACTERISTICS:

1.	Shape:	Uniform, free from cracks (sponge), lightly rounded top (chiffon)		
2.	Size:	Very light in weight in proportion to size, large volume.		
3.	Color:	Uniform golden brown (chiffon), light brown (sponge).		
4.	Crust:	Tender, free from spots or moist shiny appearance (sponge) cracked on surface. (chiffon).		

INSIDE CHARACTERISTICS:

5.	Color:	Uniform, characteristic of kind of cake.		
6.	Grain:	Small, uniform, thin walled cells, no large air spaces, nor compact layer.		
7.	Texture:	Tender, feathery, moist, light, not compact or soggy. (Angel food) velvety texture.		
8.	Flavor:	Pleasing, delicate, uniform.		
9.	Crumb:	(Sponge) Golden yellow crumb, (angel food) white interior.		

UNIT 22.0 FOOD PREPARATION - DESSERTS

TASK 22.25 PREPARE CAKE ICING

PERFORMANCE OBJECTIVE:

Given the necessary equipment and supplies, standardized recipe, and ingredients; prepare three types of cake icings: (a) buttercream, (b) broiled, and (c) fondant. The consistency and texture of the icings must enhance the appearance, flavor, and give moistness to the product as judged by the instructor and must be suitable for sale in a commercial food service business.

PERFORMANCE ACTIONS:

(SEE STANDARDIZED RECIPE BOOK FOR ACTIONS)

1. PREPARE BUTTERCREAM ICING

   STANDARD: Icing must be light and of a spreadable, medium consistency.

2. PREPARE COOKED ICING

   STANDARD: Icing must be smooth and even consistency, must be spreadable and evenly colored.

3. PREPARE FONDANT ICING

   STANDARD: Fondant must be of medium consistency, smooth, and glossy.

4. PREPARE ROYAL ICING (Option)

   STANDARD: Icing must be of medium consistency and easily piped.

PERFORMANCE STANDARDS:

- Using standardized recipes, prepare one each of the following types of icings; buttercream, boiled, and fondant.
- Icing must meet suggested standards in consistency, appearance, and taste.

SUGGESTED INSTRUCTION TIME: 1 Hour/typically each (3 hours total)

RELATED TECHNICAL INFORMATION:

- Cake preparation (baking).
- Icing a cake.

UNIT 22.0 FOOD PREPARATION DESSERTS

TASK 22.26 ICE A CAKE

PERFORMANCE OBJECTIVE:

Given the tools and equipment, formula, prepared cake and icing; ice the cake. The cake icing must be level and smooth and the iced cake must have straight sides and a flat top and icing must not be spread too thick on the cake.

PERFORMANCE ACTIONS:

22.2601 Assemble materials.

22.2602 Brush crumbs from cake.

22.2603 Place cake on cake base.

22.2604 Level cake.

22.2605 Ice cake:
- (a) one layer (sheet) cake
  - (1) ice top
  - (2) ice sides
- (b) multiple layer cake
  - (1) ice bottom layer
  - (2) place second layer on top
  - (3) ice top
  - (4) ice sides

22.2606 Smooth all surfaces.

22.2607 Finish the cake by checking to ensure that the standards are met.

PERFORMANCE STANDARDS:

- Ice a given cake with prepared icing so the icing is level and smooth and the iced cake has straight sides and a flat top and so the icing is not spread too thick on the cake.

SUGGESTED INSTRUCTION TIME: 1 Hour

RELATED TECHNICAL INFORMATION:

- Decorating may require additional time.

Addendum To Task 22.26

CHECKLIST

SPREAD ICING ON CAKES

		RATING	
		Acceptable	Unacceptable
1.	Trimmed ragged edges from cake and shape as required.		
2.	Brushed away all crumbs before icing cakes.		
3.	Used spatula in frosting cakes.		
4.	Held spatula perpendicular to given smooth edge to icing.		
5.	Frosted sides of cakes, first, then tops of cakes.		

UNIT 23.0

FOOD PREPARATION
BAKING

UNIT 23.0 FOOD PREPARATION - BAKING

TASK 23.01 PREPARE DOUGH

PERFORMANCE OBJECTIVE:

Given instruction, equipment, and supplies, standardized recipe, and ingredients; prepare dough for roll and sweet products.

PERFORMANCE ACTIONS:

23.0101 Assemble supplies, equipment, and ingredients.

23.0102 Scale ingredients correctly.

23.0103 Mix to develop dough (electric mixing typical).

23.0104 Knead dough: Work it smooth to force out all air.

23.0105 Proof dough: Place in lightly greased container and let it rise to double in bulk.

23.0106 Punch dough by pressing it back to original size; place it on a floured bench.

23.0107 Knead a second time to remove all air.

23.0108 Scale dough into individual units.

23.0109 Make up into desired shapes and sizes.

23.0110 Pan: Place dough units on prepared pans allowing space for proofing.

23.0111 Pan proof: Allow each unit to rise to double in bulk (usually in proofing cabinet under high moisture content and 85-90 degrees F temperature conditions).

23.0112 Bake at required temperature until golden brown and done.

PERFORMANCE STANDARDS:

- Follow standardized formulas to prepare roll and sweet dough to instructor's standards.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 23.0 FOOD PREPARATION - BAKING

TASK 23.02 MAKE YEAST DOUGH PRODUCTS

PERFORMANCE OBJECTIVE:

Given necessary equipment, implements, standardized recipes, and ingredients; prepare yeast dough products...(See below). Standardized recipe must be followed and represents performance actions. Standards are those required by commercial food service businesses for baked products and by standards established by the instructor.

PERFORMANCE ACTIONS:

NOTE: Performance actions are specified in standardized recipe.

1. MAKE YEAST BREADS

Make straight dough.
Make sponge dough (proper fermration should be allowed).
Make sponge dough, sour type (proper fermation should be allowed).

STANDARD: Yeast breads should have symmetrical shape, uniform color, flavor, size, grain, and texture. Crusts must be free of cracks and blisters.

2. PREPARE YEAST ROLLS

STANDARD: Rolls must be light, have even crust, color, and moderate size grain.

3. PREPARE CHEMICALLY-LEAVENED BREAD

STANDARD: Bread must have uniform grain and color, and must be symmetrical in shape.

4. PREPARE DANISH

Using prepared filling, prepare Danish.

STANDARD: Danish must be of uniform color and appearance, flaky, and have no greasy taste.

5. PREPARE CINNAMON BUNS

Using prepared filling and ingredients, prepare cinnamon buns.

PERFORMANCE ACTIONS (Con't.):

STANDARD: Cinnamon buns must be uniform in size and color, and grain must be moderate.

6. PREPARE SWEET DOUGH VARIETIES

STANDARD: Sweet dough products must be uniform in size, color, and appearance; sweet dough products must have a tender crumb and an even grain.

7. PREPARE BISCUITS

STANDARD: Biscuits must be uniform in size, shape, color, and appearance, and must be light and airy, with a flaky crust.

8. PREPARE MUFFINS

STANDARD: Muffins must have a uniform size, shape, and color, and must have a light, open grain.

9. PREPARE CREPES

STANDARD: Crepes must have uniform size and circular shape; crepes must be thin and flexible, and must be gold in color.

10. FOR OTHER YEAST DOUGH PRODUCTS, SEE STANDARDIZED RECIPE BOOK AND STANDARDS FOR COMMERCIAL FOOD PRODUCTS.

PERFORMANCE STANDARDS:

- Standards for yeast bread products are those of the commercial food service industry and standards established by the instructor.
- Yeast bread products should have acceptable outside appearance to include shape, size, color, and crust.
- Yeast bread products should have acceptable inside characteristics to include color, grain, texture, and flavor.
- A "Checklist" for Yeast Bread products will be used to evaluate the product.
- Performance actions will be determined by standardized recipe.

SUGGESTED INSTRUCTION TIME: 3 Hours/each +/- (Approximately 9 hours total)

UNIT 23.01 FOOD PREPARATION BAKING

TASK 23.02 MAKE YEAST DOUGH PRODUCTS (Con't.)

RELATED TECHNICAL INFORMATION:

- Baking implements.
- Baking oven used.

CHECKLIST

MAKING YEAST BREADS

	RATING	
	Acceptable	Unacceptable
OUTSIDE APPEARANCE/CHARACTERISTICS		
1. Shape: Well-proportioned, symmetrical, rounded top.		
2. Size: Large but not airy in proportion in weight.		
3. Color: Even, rich golden brown.		
4. Crust: Tender, crisp, even thickness, free from cracks.		
INSIDE CHARACTERISTICS		
5. Color: Creamy white, free from streaks.		
6. Grain: Fine, thin-walled cells, evenly distributed.		
7. Texture: Tender, soft, slightly moist.		
8. Flavor: "Wheaty," sweet, nutty.		

For additonal information see: p. 255, Curriculum Guide for Commercial Cooking, Columbia, SC: State Department of Education, 1972.

UNIT 23.0 FOOD PREPARATION - BAKING

TASK 23.03 MAKE QUICK DOUGH PRODUCTS

PERFORMANCE OBJECTIVE:

Given instruction, equipment, tools, standardized recipes, and ingredients using quick dough batter; prepare required types of quick dough products following standardized recipes and to the instructor's standards or to commercial food service standards.

PERFORMANCE ACTIONS:

NOTE: Performance actions are specified in the standardized recipe for the quick dough product.

1. MAKE BISCUITS

STANDARD: Performance will be rated by a checklist and all items must be "acceptable."

2. MAKE MUFFINS

STANDARD: Muffins must be uniform in size with a smooth, well-rounded top, and must be golden brown with a slight rough and shiny crust; the interior must be moist, light, tender, and free of tunnels (air holes). A "checklist" will be used to rate performance and all items must receive an acceptable rating.

3. MAKE FRUIT AND NUT BREADS

STANDARD: Performance must follow standardized recipe and will be rated by a checklist which all applicable items must be rated "acceptable."

4. MAKE CORNBREAD

STANDARD: Cornbread must have a uniform golden brown crust, slightly moist texture, and a round even celled grain. Standardized recipe must be followed. Finished product should hold together for serving and eating.

CONSULT STANDARDIZED RECIPE BOOKS FOR ADDITIONAL QUICK DOUGH BREAD PRODUCTS.

UNIT 23.0 FOOD PREPARATION - BAKING

TASK 23.03 MAKE QUICK DOUGH PRODUCTS (Con't).

PERFORMANCE STANDARDS:

- Standardized recipe must be followed.
- Product should be acceptable for commercial food service in outside appearance, inside texture and, as applicable, all items on checklist used for evaluation should be rated acceptable.

SUGGESTED INSTRUCTION TIME: 2 Hours/each (8 hours total)

CHECKLIST

MAKING BISCUITS

	RATING	
	Acceptable	Unacceptable
1. (a) Rolled biscuits were uniform in shape with straight sides and level tops... OR (b) Dropped biscuits were well rounded with a rough surface and crisp crust.		
2. Biscuits were uniform in size and twice the size of an unbaked one.		
3. Biscuits had uniform, golden brown tops and bottoms and were free from brown or yellow spots.		
4. Biscuits had a tender crust which was moderately smooth and free from excess flour.		
5. Inside of biscuits were flaky, pulling off in thin sheets, with medium fine, even cells.		
6. Biscuits had a pleasing, well-blended flavor.		
7. Biscuits were tender, slightly moist and light in texture.		
8. Interior of the biscuits was creamy white, free from yellow or brown spots.		

Addendum to Task 23.03

CHECKLIST

MAKING MUFFINS

	RATING	
	Acceptable	Unacceptable
1. Shape: Slightly rounded top, symmetrical, pebbled top.		
2. Color: Even, golden brown.		
3. Texture: (a) Crust: Tender, thin		
(b) Crumb: Moist, tender, no tunnels, medium fine grain.		
4. Flavor: Pleasing, well blended.		

CHECKLIST

FRUIT AND NUT BREADS

	RATING	
	Acceptable	Unacceptable
1. Followed standardized recipe.		
2. Bread was uniform in shape with a well-rounded top free from peaks and cracks.		
3. Bread was a golden brown color.		
4. Bread had a tender crust which was slightly rough and shiny.		
5. Bread had a rounded, even grain, free from tunnels.		
6. Bread had a tender, moist texture.		
7. Fruits or nuts in the bread were well-blended.		
8. Bread product was flavorful.		

Addendum to Task 23.03

EVALUATION OF BREAD PREPARATION

DIRECTIONS: (1) On the line below write the name of the product to be evaluated.

BREAD PRODUCT: ____________________________________

(2) In the squares provided below each characteristic write in the evaluation of the asked product.

CHARACTERISTICS

Outside Appearance	Inside Texture	Texture

(3) Check the reason for the product turning out this way to the left of the proper criteria below the squares.

REASONS

___ Recommended mixing
___ Over mixing
___ Under mixing
___ Shortening NOT cut in
___ Shortening cut in
___ Proper amount of ingredients
___ Too much of one or more ingredients
___ Too little of one or more ingredients
___ Proper treatment of pans

___ Improper treatment of pans
___ Cooked at proper temperature
___ Cooked too long
___ Cooked too little
___ Cooked at proper time after mixing
___ Cooked at improper time after mixing
___ Handled properly
___ Handled too little
___ Handled too much

Enter number of correct procedures performed. ☐

Enter the number of wrong procedures performed. ☐

Evaluation: If the number of correct things performed equal 6-7, an outstanding Breadsman results; 4-5, the Baker needs a little more practice; 2-3, the Doughman needs a lot more practice; and 0-1, the Mixer needs to start all over and follow the directions precisely again.

Student Baker: ______________________________

UNIT 23.0 FOOD PREPARATION _ BREAD AND CEREALS

TASK 23.04 COOK PASTA SUCH AS SPAGHETTI, EGG NOODLES, ETC.

PERFORMANCE OBJECTIVE:

Given pasta and access to other ingredients, a large saucepan, a colander or large sieve, and a wooden spoon or long fork; cook the pasta, e.g., spaghetti, egg noodles, lasagna noodles. The pasta must be tender, but not mushy, and should not stick together.

PERFORMANCE ACTIONS:

23.0401 Read instructions for cooking on the pasta box or package.

23.0402 Assemble equipment and ingredients.

23.0403 Heat water to a boil.

23.0404 Add salt and oil.

23.0405 Add pasta gradually.

23.0406 Cook, stirring occasionally.

23.0407 Test for doneness.

23.0408 Drain pasta.

PERFORMANCE STANDARDS:

- Cook pasta as required by a given recipe (such as spaghetti, egg noodles, or lasagna noodles). The finished pasta must be tender, but not mushy, and must not stick together. It should have a pleasing taste and meet the instructor's standards.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 23.0 FOOD PREPARATION - BAKING

TASK 23.05 (OPTIONAL) MAKE DUMPLINGS

PERFORMANCE OBJECTIVE:

Given a recipe and access to the ingredients, measuring cups and spoons, a mixing bowl and spoon, a sifter, a pastry blender or two knives, and a saucepan with lid, make dumplings. The dumplings must have a tender texture, be cooked thoroughly with no doughy center, and be uniform in size.

PERFORMACE ACTIONS:

23.0501 Read the recipe.

23.0502 Assemble the necessary equipment and ingredients.

23.0503 Measure the ingredients.

23.0504 Sift dry ingredients together into mixing bowl.

23.0505 Cut shortening into dry ingredients.

23.0506 Add milk and stir until flour is moistened.

23.0507 Drop spoonsful of dough into boiling liquid, chicken stock or gravy.

23.0508 Keep liquid boiling and partially cook dumplings. Cover saucepan tightly and simmer to complete cooking.

PERFORMANCE STANDARDS:

- Make dumplings for a given recipe.
- The dumplings must have a tender texture, be cooked thoroughly with no doughy center, and be uniform in size.
- The finished product must have a pleasing taste and meet the instructor's standards.

SUGGESTED INSTRUCTION TIME: OPTIONAL

UNIT 23.0 FOOD PREPARATION - BAKING

TASK 23.06 (OPTIONAL) PREPARE PIZZA CRUST

PERFORMACE OBJECTIVE:

Given a recipe and access to ingredients, measuring cups and spoons, a mixing bowl and spoon, and a baking pan; make a pizza. When completed, the pizza must have a lightly browned, firm crust, and any cheese used must be melted but not burned.

(NOTE: See related tasks for pizza sauce and cheese topping.)

PERFORMANCE ACTIONS:

23.0601 Read the recipe.

23.0602 Assemble necessary materials needed in recipe.

23.0603 Measure ingredients.

23.0604 Mix water, sugar, and salt.

23.0605 Sprinkle yeast over water mixture and let stand.

23.0606 Stir flour into water and yeast mixture until stiff.

23.0607 Add liquid shortening and mix.

23.0608 Let dough rise until double in bulk.

23.0609 Preheat oven to temperature specified in the recipe.

23.0610 Grease baking pan.

23.0611 Punch pizza dough to allow gases to escape.

23.0612 Spread dough in a greased baking pan.

23.0613 Cover the dough with the ingredients called for in the recipe.

23.0614 Bake in preheated oven for recommended baking time or until crust has browned.

23.0615 Remove from oven.

23.0616 Cut into serving sized pieces.

UNIT 23.0 FOOD PREPARATION - BAKING

TASK 23.06 (OPTIONAL) PREPARE PIZZA (Con't.)

PERFORMANCE STANDARDS:

- Prepare pizza crust according to recipe.
- Finished crust product must be lightly browned, firm, and hold together.
- Product must meet instructor's standards.

SUGGESTED INSTRUCTION TIME: OPTIONAL

UNIT 24.0

NUTRITION

NOTE: THIS UNIT ON NUTRITION MAY BE TAUGHT PRIOR TO UNIT 12, COMBINED WITH UNIT 12, INTEGRATED THROUGHOUT THE TWO YEAR PROGRAM, OR AS A SEPARATE UNIT DURING THE FIRST OR SECOND YEAR OF TRAINING.

UNIT 24.0 NUTRITION

TASK 24.01 USE NUTRITIONAL INFORMATION IN PLANNING MEALS

PERFORMANCE OBJECTIVE:

Given instruction, resources or text, use available reference materials and a basic knowledge of good nutrition to plan well balanced meals for given groups or situations. The instructor's standards must be met.

PERFORMANCE ACTIONS:

24.0101 Communicate an understanding of the interrelationship of the basic needs of the physical, emotional, and mental well-being of individuals to good nutrition. (If emphasized by instructor.)

24.0102 Identify the factors influencing human food choices.

24.0103 Describe the role of nutrients in developing and maintaining good health.

24.0104 Choose guides in diet selection.

24.0105 Analyze nutritional needs and dietary recommendations throughout the life cycle.

PERFORMANCE STANDARDS:

- Use available resources and knowledge of basic fundamentals of nutrition in planning well balanced meals for given groups/situations (e.g., with the elderly).
- Meet the instructor's standards.

SUGGESTED INSTRUCTION TIME: 22 Hours

RELATED TECHNICAL INFORMATION:

- Selection of foods.
- Storage of food.
- Preparation of foods.

If needed, see recommended resources (available from the Articulation Coordinator or the District Professional Library): The resource publications contain adequate objectives, actions/experiences, information, and sample/tests to conduct minimum training in nutrition (some abstracting necessary).

Wisconsin Board of Vocational, Technical, and Adult Education, Nutrition for the Family, Madison, WI: University of Wisconsin, 1981. Emphasizes: Objectives, actions or experiences, criteria.

Wisconsin Board of Vocational, Technical, and Adult Education, Resource Packet (Nutrition the Family), Madison, WI: University of Wisconsin, 1981. Resource Packet emphasizes: Information, criterion, and sample tests.

UNIT 24.0 NUTRITION

TASK 24.02 PLAN OPTIMUM NUTRITIONAL BENEFITS

PERFORMANCE OBJECTIVE:

Given instruction and appropriate references, plan the selection, preparation, and storage of food for optimum nutritional benefit according to special needs, such as: Special diets, family eating pattern trends, food fads, social customs, and attitudes regarding foods.

PERFORMANCE ACTIONS:

24.0201 Demonstrate an understanding of the role of nutrients in developing and maintaining good health.

24.0202 Use guides in diet selection.

24.0203 Identify nutritional dietary needs throughout the life cycle.

24.0204 Identify nutrition-related health problems.

24.0205 Identify environmental influences on nutrition outside the home.

24.0206 Identify the basic four: Milk, meat, vegetables and fruits, and bread and cereal.

PERFORMANCE STANDARDS:

- Plan the selection, preparation, and storage of foods for optimum nutritional benefit according to special needs, such as: Special diets, family eating pattern trends, food fads, social customs, and attitudes regarding foods.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 25.0

ORDERING, RECEIVING, AND INVENTORYING

UNIT 25.0 ORDERING, RECEIVING, AND INVENTORYING FOODS

TASK 25.01 ORDER FOOD

PERFORMANCE OBJECTIVE:

Given necessary instructions, menus, and forms for ordering food, prepare food order for one week. The order forms must be filled out in a way that rates acceptable as judged by the instructor.

PERFORMANCE ACTIONS:

25.0101 Determine food on hand.

25.0102 Use menus to determine food needed to be purchased.

25.0103 Order foods in quantities which will give the most economical buy.

25.0104 Order food in sufficient quantities to ensure an adequate supply, but do not stock-pile.

25.0105 Check food order for accuracy.

25.0106 Place order.

PERFORMANCE STANDARDS:

- Using instructions, menus, and forms for ordering food, make out a food order for one week. The order must be rated acceptable by the instructor.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 25.0 ORDERING, RECEIVING, AND INVENTORYING FOODS

TASK 25.02 PURCHASE FOOD

PERFORMANCE OBJECTIVE:

Given necessary instructions, menus, and a market order form; purchase food needed for a two day period. The foods purchased must be rated acceptable on all characteristics listed on the checklist.

PERFORMANCE ACTIONS:

25.0201 Obtain menus and market order forms.

25.0202 Inventory amount and kind of food on hand.

25.0203 Calculate cost and amount of food needed.

25.0204 Compare cost of foods from available sources.

25.0205 Make a list of foods needed from menus.

25.0206 Complete market order form.

25.0207 Purchase food.

PERFORMANCE STANDARDS:

- Using an instructor provided menu and order form, complete the order form and purchase food accordingly.

SUGGESTED INSTRUCTION TIME: 6 Hours

CHECKLIST

(Purchase Food)

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Determine food on hand.		
2. Used menus in determining what foods to purchase.		
3. Calculated recipe cost.		
4. Used a market order.		
5. Prepared well-written specifications for all items purchased, stating exactly what is needed in a product, indicating grade or quality, amount, and size.		
6. Distinguished between good and poor quality foods.		
7. Selected foods that were nutritious and appetizing.		
8. Purchased food according to the number of people to be served.		

UNIT 25.0 ORDERING, RECEIVING, AND INVENTORYING FOODS

TASK 25.03 RECEIVE, CHECK, AND REPORT SHIPMENTS RECEIVED

PERFORMANCE OBJECTIVE:

Given one shipment of merchandise and appropriate report forms, count the items and report total of merchandise to the supervisor (or instructor). If the total amount of the merchandise received does not agree with the amount ordered, report the discrepancy of the merchandise to the supervisor (or instructor). The total must be reported with 100 percent accuracy.

PERFORMANCE ACTIONS:

25.0301 Record all incoming items.

25.0302 Check the list of incoming items against order form.

25.0303 Report any discrepancies to supervisor (instructor).

PERFORMANCE STANDARDS:

- Receive, check, and report shipments.
- Total must be reported with 100 percent accuracy.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT	25.0	ORDERING, RECEIVING, AND INVENTORYING FOODS
TASK	25.04	INSPECT INCOMING FOOD AND BEVERAGES FOR QUALITY AND FRESHNESS

PERFORMANCE OBJECTIVE:

Given a situation in which arrangements have been made with a local store, cafeteria, or restaurant; inspect one shipment of incoming food and beverages, and give a verbal report. Findings must agree with the judgment of the person normally inspecting incoming foods at the establishment.

PERFORMANCE ACTIONS:

25.0401 Inspect foods.

25.0402 Report orally your findings to the regular inspector.

25.0403 Critique findings with the findings of the regular inspector.

PERFORMANCE STANDARDS:

- Inspect incoming foods and beverages in a given situation and tell the regular food inspector what your findings are.

SUGGESTED INSTRUCTION TIME: 2 Hours

UNIT 25.0 ORDERING, RECEIVING, AND INVENTORYING FOODS

TASK 25.05 STORE EQUIPMENT AND SUPPLIES AS NEEDED IN ASSIGNED AREAS

PERFORMANCE OBJECTIVE:

Given a laboratory situation to store equipment and supplies in assigned areas, remove and store equipment and supplies as directed. A checklist will be used to rate performance. All items must receive an acceptable rating.

PERFORMANCE ACTIONS:

25.0501 Gather items to be stored.

25.0502 Place items to be stored on mobile unit.

25.0503 Store items for temporary use in temporary storage area.

25.0504 Store items requiring central storage in appropriate assigned area.

25.0505 Store pots and pans in individual work centers.

PERFORMANCE STANDARDS:

- In a instructor prepared laboratory situation, store equipment and supplies as needed in assigned areas. All items on a rating checklist must be acceptable.

SUGGESTED INSTRUCTION TIME: 6 Hours

CHECKLIST

(Store equipment and supplies as needed in assigned area.)

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Used one-motion storage as much as possible		
2. Placed pots and pans in work centers where they are used rather than in central storage.		
3. Stored items at point of first use.		
4. Planned temporary storage to eliminate excessive travel to central storage.		

UNIT 25.0 ORDERING, RECEIVING, AND INVENTORYING FOODS

TASK 25.06 PREPARE INVENTORY RECORDS FOR PURCHASED FOOD

PERFORMANCE OBJECTIVE:

Given a supply of inventory cards, a record of food items purchased, and access to food items on hand, prepare an inventory of each item. The inventory must include the number of items bought, used, and on hand. The inventory should be filled out with 100 percent accuracy.

PERFORMANCE ACTIONS:

25.0601 Acquire inventory form from instructor.

25.0602 Complete inventory, including items bought, used, and on hand.

25.0603 Give inventory to instructor for evaluation.

PERFORMANCE STANDARDS:

- Using instructor furnished inventory form and situation to be inventoried, complete the inventory with 100 percent accuracy.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 25.0 ORDERING, RECEIVING, AND INVENTORYING FOODS

TASK 25.07 (OPTIONAL) KEEP PERPETUAL INVENTORY OF FOOD ITEMS

PERFORMANCE OBJECTIVE:

Given current, up-todate inventory record containing information regarding food on hand and a case situation requiring the keeping of the inventory, update the inventory daily for one week. A checklist will be used to rate performance. All items on the checklist must receive an acceptable rating.

PERFORMANCE ACTIONS:

25.0701 List food items received.

25.0702 Compare food items received with items ordered and report any discrepancies to instructor.

25.0703 Record food items received on inventory cards.

25.0704 Verify and record food items used daily.

PERFORMANCE STANDARDS:

- Keep perpetual inventory of food items using instructor furnished situation and supplies for inventory control. A checklist will be used to rate performance and all items must receive an acceptable rating.

SUGGESTED INSTRUCTION TIME: OPTIONAL

CHECKLIST

(Keep perpetual inventory of food items.)

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Verified merchandise received daily.		
2. Recorded merchandise received daily on inventory form.		
3. Verified merchandise used daily.		
4. Recorded merchandise used daily.		

UNIT 26.0

COST CONTROL
AND
RECORDKEEPING

UNIT 26.0 COST CONTROL AND RECORDKEEPING

TASK 26.01 COMPUTE PRICES

PERFORMANCE OBJECTIVE:

Given an item to be priced, a cost of materials list, and competitor's prices; compute prices. Prices must cover costs and include a profit margin which does not price the product out of competition.

PERFORMANCE ACTIONS:

26.0101 Calculate cost of each ingredient in item.

26.0102 Calculate cost of packaging item.

26.0103 Calculate overhead.

26.0104 Calculate salary.

26.0105 Calculate other direct/indirect costs.

26.0106 Add total of step 1 through 5.

26.0107 Add in profit margin.

26.0108 Price identifical product sold by competition.

26.0109 Adjust price to be competitive.

PERFORMANCE STANDARDS:

- Compute prices of items to cover costs and include a profit margin.
- The prices must not price the product out of competition.

SUGGESTED INSTRUCTION TIME: 6 Hours (minimum)

Addendum To Task 26.01

CHECKLIST

(Controlling Food Costs)

Food costs typically are determined by the following factors:

1. Purchase price of food.
2. Portion size to be served.
3. Price paid by customer.

Are the following methods used to control food cost and keep food prices down?

		YES	NO
1.	Established a standard food percentage...usually lower than 70 percent of sales dollar.	( )	( )
2.	Uses standard portions for all menu items. Adjusts prices for variations.	( )	( )
3.	Computes the unit cost of standard portions based on standard recipes.	( )	( )
4.	Bases menu prices on unit costs and the established standard food cost percentage.	( )	( )
5.	Reviews food costing method typically used to determine if it is working effectively.	( )	( )

Are food costs controlled by the following methods?

1.	Keeps records of menus served.	( )	( )
2.	Inventories foods.	( )	( )
3.	Reviews records of market orders and requisitions.	( )	( )
4.	Reviews labor costs.	( )	( )

NOTE: The task of controlling food costs is interrelated with menu planning, inventory and purchasing, labor costs, and similar topics.

UNIT 26.0 COST CONTROL AND RECORDKEEPING

TASK 26.02 PURCHASING CONTROL (Planning Menu)

PERFORMANCE OBJECTIVE:

Given instruction, a typical food service situation where food needs to be supplied, identify foods to be purchased, and purchase foods to control prices. Performance must be to the instructor's standards.

PERFORMANCE ACTIONS:

26.0201 Prepare menus.

26.0202 Plan purchase of needed food.
  a. Establish a buying schedule.
  b. Compare prices from competing firms.
  c. Purchase from a wholesale house when possible.
  d. By the amount needed.
  e. Purchase foods in season.
  f. Buy quality foods.
  g. Make records of cost and keep them on hand with sales slip.

PERFORMANCE STANDARDS:

- Purchase foods to control prices using the food needs of a situations given by the instructor.
- The performance must be to the instructor's standards.

(NOTE: Items a-g may be used as a checklist to rate performance as satisfactory or unsatisfactory.)

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 26.0 COST CONTROL AND RECORDKEEPING

TASK 26.03 (OPTIONAL) DAILY FOOD COST REPORT

PERFORMANCE OBJECTIVE:

Given instruction, a sample form to follow, and typical daily food service expenses and revenues from sales, complete a "Daily Food Cost Report" to show the data, day, number of customers, average sale, weather conditions, and itemized costs for expenses showing the day, to date, and last month to date expenses. Total costs, total sales and food cost percentage should be shown. The report of daily food costs will meet the standards of the instructor.

PERFORMANCE ACTIONS:

26.0301 Record the foods and supplies requisitioned from the storeroom and the price of each item, such as:

Issued	Today	To Date	Last Month To Date
Storeroom	$ 10.00	$ 67.00	$ 54.00
Refrigerator	5.50	20.00	23.00
Direct Purchases:			
Meat	34.00	234.00	200.00
Poultry	-	-	-
Seafood	-	-	-
Produce	-	-	-
Dairy Products	-	-	-
Bread and rolls	-	-	-
Miscellaneous			
Total Cost	84.00	568.00	490.00
Total Sales	$190.00	$1890.00	$1300.00
Food cost percentage	44.2%	30.0%	37.7%

26.0302 Compute the total costs.

26.0303 Compute the total sales.

26.0304 Compute the food cost percentage.
(NOTE: The food cost percentage must be 40 percent to permit profitable operation and if the rate is exceeded each day, the menu, portions, production methods, waste and other factors must be investigated to determine the cause of the excess costs. By computing the cost for the month, and by including a comparison to the previous expenditures, a more accurate representation of the food cost patterns may be obtained.)

PERFORMANCE STANDARDS:

- Compute the cost of the food for the day using a "Daily Food Cost Report" form supplied by the instructor.
- Compare the days' food costs with the amount planned or budgeted.
- Determine the percentage of food cost to show a profitable operation.

SUGGESTED INSTRUCTION TIME: OPTIONAL

UNIT 26.0 COST CONTROL AND RECORDKEEPING

TASK 26.04 MAINTAIN PURCHASE RECORDS

PERFORMANCE OBJECTIVE:

Given instruction, a sample purchase record, and purchases to record and necessary supplies; maintain a purchase record according to the instructor's standards.

PERFORMANCE ACTIONS:

26.0401 Obtain or set up a purchase record system according to the instructor's standards.

26.0402 Make entries in the purchase record from invoices, after the purchases are approved for payment or paid.

26.0403 Include in the purchase record:
  a. Date
  b. Vendor
  c. Brand or description of item
  d. Amount purchased
  e. Unit cost
  f. Total cost

PERFORMANCE STANDARDS:

- Maintain purchase record to instructor's requirement showing the date, vendor, item brand or description, amount purchased, unit cost and total cost.

SUGGESTED INSTRUCTION TIME: 6 Hours

UNIT 26.0 COST CONTROL AND RECORDKEEPING

TASK 26.05 MAINTAIN INVOICE RECORDS

PERFORMANCE OBJECTIVE:

Given instruction, sample invoice records for reference, invoices of foods received, and necessary supplies; maintain invoice records to the standards of the instructor.

PERFORMANCE ACTIONS:

26.0501 Assemble necessary supplies.

26.0502 As food supplies are received, make notations on invoices to indicate items short, over, damaged, etc.

25.0503 Check prices, discounts, and computations on the invoice. Check net and credits for returns, etc.

26.0504 Verify the shipping charges if any.

26.0505 Mark the invoice, "OK FOR PAYMENT."

26.0506 File the unpaid copy of the invoice, in unpaid file.

26.0507 When invoice is paid, move the copy to the paid file.

26.0508 Compile a list of creditors and the amount due each. (NOTE: This task may be combined with the task of entering the paid amounts of invoices in the cash book if that level of task is included in the training.)

PERFORMANCE STANDARDS:

- Maintain invoice records using information, supplies, and invoices furnished by the instructor.
- The instructor's standards must be met.

SUGGESTED INSTRUCTION TIME: OPTIONAL

UNIT 26.0 COST CONTROL AND RECORDKEEPING

TASK 26.06 (OPTIONAL) PREPARE DAILY CASH REPORT

PERFORMANCE OBJECTIVE:

Given instruction, a sample "Daily Cash Report" and the necessary information to complete the report and all forms; prepare a daily cash report. The instructor's standards must be met.

PERFORMANCE ACTIONS:

26.0601 Obtain a Daily Cash Report form or prepare a form to use.

26.0602 Assemble all cash from registers, etc., taken in during the day.

26.0603 "Prove" the cash.
- a. Enter the cumulative cash register reading.
- b. Record the customer count.
- c. Divide the customer count appropriately; Breakfast, Lunch, or Dinner, etc.
- d. Record sales for day.
- e. Deduct tax included (or treat sales as gross receipts).
- f. List cash placed in register, etc., at beginning of day or added to register during day.
- g. Add net sales to cash on hand at beginning of day to determine total cash to be accounted for.
- h. List payments made from record (for invoices or each payment vouchers) in section for "Cash Paid Out."
- i. Enter record of bank deposits made from cash.
- j. Count the cash on hand and record the amount. Place the cash in a deposit bag.
- k. Record the total of the amounts; Paid, deposited, and cash counted on hand.
- l. Total the amount of cash at the beginning of the day and the amount taken in due to sales.
- m. The two totals should be equal. Note any difference. Recheck accounts if there is a difference. Enter the actual cash on hand in the cashbook. Sign the report.

UNIT 26.0 COST CONTROL AND RECORDKEEPING

TASK 26.06 (OPTIONAL) PREPARE DAILY CASH REPORT (Con't.)

PERFORMANCE STANDARDS:

- Using a "Daily Cash Report" form and cash received and paid out figures provided by the instructor, prepare a daily cash report.
- The instructor's standards must be met.

(NOTE: As a continuation of this task, a Bank Deposit form may be completed.)

SUGGESTED INSTRUCTON TIME: OPTIONAL

UNIT 27.0

PREPARING FOR WORK

UNIT 27.0 PREPARING FOR WORK

TASK 27.01 INTERPRET LABOR LAWS AND REGULATIONS

PERFORMANCE OBJECTIVE:

Given instruction, necessary references concerning labor laws and regulations, interpret typical labor laws and regulations that apply to the food service industry. Performance must meet the instructor's standards.

PERFORMANCE ACTIONS:

27.0101 Identify and interpret the "Fair Labor Standards Act."

27.0102 State the minimum wage for food service workers.

27.0103 State the typical minimum age for food service workers.

27.0104 Identify the proper handling of tips: Reporting of earned income.

27.0105 Define overtime.

27.0106 Identify local or State laws that affect the food service worker.

PERFORMANCE STANDARDS:

- Interpret typical labor laws and regulations of the Federal, State, and local level that affect the food service worker. The instructor's standards must be met.

SUGGESTED INSTRUCTION TIME: 4 Hours

UNIT	27.0	PREPARING FOR WORK
TASK	27.02	INTERPRET PAYROLL DEDUCTIONS FOR TAXES, ETC.

PERFORMANCE OBJECTIVE:

Given instruction and sample forms concerning income tax and other withholdings, interpret the typical forms used in income tax and other withholdings to the satisfaction of the instructor and itemize typical payroll deductions that a worker encounters. Performance must be to the instructor's standards.

PERFORMANCE ACTIONS:

27.0201	Obtain a social security card (if not acquired already).
27.0202	Identify the purpose of social security withholdings from pay.
27.0203	Describe who is qualified for unemployment compensation.
27.0204	Describe who qualifies for workmen's compensation.
27.0205	Complete typical forms used for Federal Income Tax Withholding.
27.0206	Interpret a typical Federal Income Tax Wage and Tax Statement form.
27.0207	Identify typical payroll deductions.

PERFORMANCE STANDARDS:

- Given typical forms used for payroll deduction and reporting of income and other taxes, interpret payroll deductions and other statements on the forms.
- Performance must be to the instructor's standards.

SUGGESTED INSTRUCTION TIME: 4 Hours

UNIT	27.0	PREPARING FOR WORK
TASK	27.03	LOCATE JOB OPPORTUNITIES

PERFORMANCE OBJECTIVE:

Given job placement information such as newspaper ads and personal contacts, list a minimum of ten specific Food Service related jobs in the community. One week will be allowed to complete the task.

PERFORMANCE ACTIONS:

27.0301 Identify job opportunity areas as related to training, skills, and interests.

27.0302 Contact (or list) various employment opportunity sources:
a. Job placement office.
b. Want ads.
c. Employment Security.
d. Other sources such as family, friends, school officials, etc.

27.0303 Estimate competition for job opportunities (number of other persons wanting same job) and target enough job opportunities to statistically qualify for one opportunity.

PERFORMANCE STANDARDS:

- Student must list a minimum of ten specific Food Service related jobs in the community as advertised in the newspaper or media or through personal contacts.
- The jobs must be available currently.

SUGGESTED INSTRUCTION TIME: 18 Hours

UNIT 27.0 PREPARING FOR WORK

TASK 27.04 (OPTIONAL) PREPARE RESUME

PERFORMANCE OBJECTIVE:

Given examples of suitable resume/personal data sheets, prepare and type (or print at a minimum) a personal resume on paper acceptable to the instructor with all errors acceptable corrected.

PERFORMANCE ACTIONS:

27.0401 Define the basic purpose of the resume.

27.0402 Outline the essential information a resume or personal data sheet should contain:

a. Personal data such as name, address, telephone, age, physical descriptions, marital status, etc.
b. Job objective or skills offered.
c. Training.
d. Experience.
e. Accomplishments, interests, etc.
f. References.

27.0403 Prepare a resume that is acceptable to the instructor.

PERFORMANCE STANDARDS:

- Prepare resume/personal data sheets on paper and in a form acceptable to the instructor with all errors acceptable corrected.

SUGGESTED INSTRUCTION TIME: 2 Hours (OPTIONAL)

RELATED TECHNICAL INFORMATION:

- Job Seeking - How and Where, Columbia, SC: South Carolina State Department of Education, 1981.

UNIT 27.0 PREPARING FOR WORK

TASK 27.05 COMPOSE APPLICATION LETTER

PERFORMANCE OBJECTIVE:

Given a newspaper ad for a food service job, compose a letter of application. The letter must be mailable and include the necessary personal information.

PERFORMANCE ACTIONS:

27.0501 Assemble necessary information, supplies, and equipment.

27.0502 Compose a letter of application for a given business position. Include the necessary information.

27.0503 Proofread the letter, correcting all errors.

PERFORMANCE STANDARDS:

- Compose a letter of application for a food service position advertised in the local newspaper and suitable for the skills and experience of the student or for the hypothetical position described by the instructor.
- Include necessary personal information and prepare the letter in mailable form.

SUGGESTED INSTRUCTION TIME: OPTIONAL

RELATED TECHNICAL INFORMATION:

- Job Seeking - How and Where, Columbia, SC: South Carolina State Department of Education, 1981.

UNIT 27.0 PREPARING FOR WORK

TASK 27.06 INTERVIEW FOR A JOB

PERFORMANCE OBJECTIVE:

Given instruction on how to interview for a job, a job interview checklist, and a mock job interview; complete a job interview to the satisfaction of the instructor.

PERFORMANCE ACTIONS:

27.0601 Prepare for the interview:
   a. Prepare personal appearance.
   b. Prepare necessary information, references, or other material for the interview.

27.0602 Arrive at the appropriate time and identify yourself and your purpose or appointment.

27.0603 Give a good impression in meeting the interview.

27.0604 Exchange essential information with the interviewer to reflect your job skills, training, and experience as well as your personality. In addition, learn about the job opportunity and employer.

PERFORMANCE STANDARDS:

- Complete a mock job interview to the satisfaction of the instructor following suggested procedures.

SUGGESTED INSTRUCTION TIME: 4 Hours

UNIT 27.0 PREPARING FOR WORK

TASK 27.07 (OPTIONAL) COMPOSE FOLLOW-UP LETTER

PERFORMANCE OBJECTIVE:

Given a case situation by the instructor or from the textbook, compose and write a follow-up letter appropriate to the job application or interview situation and in mailable form. The finished letter must meet the instructor's standards.

PERFORMANCE ACTIONS:

27.0701	Assemble necessary information, supplies, and equipment.
27.0702	Compose a follow-up letter, in mailable form, to a given job application or interview situation.
27.0703	Proofread the letter, correcting all errors.

PERFORMANCE STANDARDS:

- Compose and write a follow-up letter appropriate in the judgment of the instructor to a given job application or interview situation and in mailable form.

SUGGESTED INSTRUCTION TIME: OPTIONAL

RELATED TECHNICAL INFORMATION:

- Job Seeking - How and Where, Columbia, SC: South Carolina State Department of Education, 1981.

UNIT	27.0	PREPARING FOR WORK
TASK	27.08	COMPLETE A TYPICAL EMPLOYMENT APPLICATION FORM

PERFORMANCE OBJECTIVE:

Given an employment application form typical of the food service industry, complete the form with all information accurate, neatly typed or printed in and aligned in the form blanks.

PERFORMANCE ACTIONS:

27.0801 Assemble minimum necessary information.
  a. Personal information such as name, address, and date of birth.
  b. Data related to applicant such as social security number, etc.
  c. Schooling or training information.
  d. Past employment record.
  e. References.

27.0802 Complete the application form following directions carefully with neat, aligned entries.

27.0803 Proofread the completed form for errors or incomplete blanks.

PERFORMANCE STANDARDS:

- Complete an employment application form typical of the food service industry with all information accurate, neatly printed or typed in and aligned in the form blanks to the instructor's satisfaction.

SUGGESTED INSTRUCTION TIME: 6 Hours

RELATED TECHNICAL INFORMATION:

- Job Seeking - How and Where, Columbia, SC: South Carolina State Department of Education, 1981.

UNIT 28.0

CAREER OPPORTUNITY

UNIT 28.0 CAREER OPPORTUNITY

TASK 28.01 IDENTIFY POST-SECONDARY CAREER DEVELOPMENT OPPORTUNITIES

PERFORMANCE OBJECTIVE:

Given an orientation to similary post-secondary career development programs, primarily the Associate Degree programs in Food Service Management at Greenville Technical College but including continuing education programs as well, a report of skill competencies developed during secondary training, and other information as needed; identify post-secondary career development opportunities.

PERFORMANCE ACTIONS:

28.0101 Identify:
- a. Need for additional training at the post-secondary level.
- b. Benefits from additional training.

28.0102
- a. Identify post-secondary training programs available at GTC.
- b. Identify how post-secondary (GTC) training differs from secondary training in food service.

28.0103 Visit GTC program of possible interest. Talk with instructor, department head, or admissions counselor at GTC.

28.0104 Determine with secondary and post-secondary assistance if exemption of post-secondary level training is recommended.

28.0105 Accomplish the required steps to apply or test for exemptions.

PERFORMANCE STANDARDS:

- Identify post-secondary training opportunities in food service work, specifically at GTC, and to include: Associate Degree in Food Service Management, food preparation, baking, or related areas of possible career interest.

SUGGESTED INSTRUCTION TIME: 6 Hours Approximately

PROFICIENCY REPORTING

Proficiency Evaluation Aid

INCOMPLETE AT THIS TIME

PROFICIENCY REPORT
for

____
Vocational Course

Student: ______________________

High School: ______________________

Vocational Center: ______________________

Date Training Initiated: __________
First Year Completed: __________
Second Year Initiated: __________
Second Year Completed: __________

Instructor: ______________________

DIRECTIONS: The purpose of the proficiency report is to communicate to the student, other instructors, or potential employers the abilities that a student has demonstrated to the instructor in vocational training. Mark each task as soon as possible after instruction or skills demonstration. If instruction is not aimed as task proficiency, or if only an orientation or introduction to the task was provided, DO NOT mark a proficiency level or mark Level 0. Levels 1-4 indicate that instruction was given and the proficiency may be interpreted as follows:

Level 0	No skill level demonstrated or proficiency training not given in the skill.
Level 1	Individual's skill level is not that generally expected for entry level employment.
Level 2	Individual's skill level probably is that generally expected for entry level employment, but the individual probably will need close on-the-job supervision for a while longer.
Level 3	Individual's skill level is that generally expected for entry level employment.
Level 4	Individual's skill level is equal to that of a worker with some on-the-job experience.

For further description of the levels of proficiency, see the "Credentialing Process and Proficiency Report" section of the Policies and Procedures Guide for Articulation Between The School District of Greenville County and Greenville Technical College.

Student: ______________________________

PROFICIENCY REPORT

FOOD SERVICE

			Proficiency						
		TASK	Level 0	Level 1	Level 2	Level 3	Level 4	Instructor's Initials	Date Completed
UNIT	1.0	ORIENTATION TO FOOD SERVICE							
	1.01	Review School Policies and Procedures							
	1.02	Review Course Objectives and Standards							
	1.03	Identify Typical Types of Local Food Service Businesses							
	1.04	Distinguish Between "Front of the House" and "Back of the House" Jobs in Food Service							
	1.05	Compare Job Requirements in the Food Service Industry							
UNIT	2.0	PERSONAL CHARACTERISTICS FOR SUCCESS IN FOOD SERVICE							
	2.01	Personal Qualities for Job Success in Food Service							
	2.02	Personal Grooming for Food Service Work							
	2.03	Work Attitudes							
	2.04	Job Performance in Food Service							
UNIT	3.0	SAFETY IN FOOD SERVICE							
	3.01	Discuss General Safety Precautions in Food Service Work (Kitchen)							
	3.02	Identify and Demonstrate Emergency Treatments							
	3.03	Maintain Fire Safety Procedures							
	3.04	Identify Safety Hazards Involving Slips and Falls or Strains from Lifting							
UNIT	4.0	SANITATION AND PERSONAL HYGIENE							
	4.01	Inspect Facility for Compliance with Health and Sanitation Laws							
	4.02	Identify Basic Sanitation Rules When Handling Food to Prevent Disease							
	4.03	Exterminate Insects and Rodents							
	4.04	Maintain Clean and Sanitary Food Preparation, Service, and Storage Areas							
	4.05	Clean and Maintain Food Preparation/Service Equipment							
	4.06	Wash Dishes (Using Dishwasher Machine or by Hand)							
	4.07	Wash Pots, Pans, and Utensils							
	4.08	Demonstrate Proper Personal Hygiene in Training							
UNIT	5.0	PRINCIPLES OF FOOD PREPARATION							
	5.01	Methods of Cooking							
UNIT	6.0	TERMINOLOGY IN FOOD PREPARATION AND SERVICE							
	6.01	Use Standardized Terms in Food Preparation							
UNIT	7.0	STANDARDIZED RECIPES							
	7.01	Weigh and Measure Staple Ingredients							
	7.02	Use Standardized Recipes							
	7.03	Convert Recipe to Large or Smaller Product							
UNIT	8.0	EQUIPMENT							
	8.01	Demonstrate Use of Equipment							
UNIT	9.0	UTENSILS							
	9.01	Use and Care of Food Service Hand Utensils							
UNIT	10.0	FOOD PREPARATION - SHORT ORDER, FAST FOODS, PANTRY, AND CATERING							
	10.01	Prepare Beverages							
	10.02	Make Punch							
	10.03	Prepare Salads							
	10.04	Make Uncooked Salad Dressings							
	10.05	Preparing Salad Dressings							
	10.06	Preparing Garnishes							
	10.07	Make Relishes							
	10.08	Add Finishing Touches to Prepared Foods							
	10.09	Prepare Sandwich Filling							
	10.10	Make Sandwiches							
	10.11	Prepare Appetizers							
	10.12	Cook Vegetables and Fruits by Deep Fat Frying							
	10.13	Cook Fish and Poultry by Deep fat Frying							

		Proficiency					Instructor's Initials	Date Completed
		Level 0	Level 1	Level 2	Level 3	Level 4		
UNIT 11.0	JOB DUTIES IN FOOD SERVICE							
11.01	Distinguish "Front of the House" and "Back of the House" Duties							
11.02	Train New Employees							
11.03	Serve as Waitress/Waiter							
11.04	Perform Counter Service Work							
11.05	Perform Duties of Pastry Cook							
11.06	Supervise Employees							
11.07	Serve as Cook (Head Chef)							
11.08	Perform the Duties of Various Jobs in Food Service							
11.09	Perform Bus Service Duties of Typical Restaurant/Cafeteria							
UNIT 12.0	MENU PLANNING							
12.01	Use Units of Measures and Weights							
12.02	Plan Menus							
12.03	Plan Various Types of Menus							
12.04	Plan Meals for Special Diets							
12.05	Plan Menus to Utilize Leftovers							
12.06	Menu Planning for Catered Events							
12.07	Compute Prices of Food Products							
12.08	Prepare a Printed Menu							
UNIT 13.0	PLANNING, ORGANIZING, AND SCHEDULING							
13.01	Plan and Organize Overall Kitchen Operational Functions							
13.02	Plan Cooking/Baking Schedule							
13.03	Plan Food Production Per Customer Order, Per Day, and Per Week							
13.04	Scheduling Work and Equipment Load							
UNIT 14.0	PREPARATION FOR AND SERVING OF FOODS							
14.01	Identify Various Table Service Items							
14.02	Fill Condiments							
14.03	Fill Containers With Ice and Pour Beverages							
14.04	Test Food Products							
14.05	Portion Food for Service							
14.06	Slice Cooked Meats and Other Cold Cuts by Hand							
14.07	Slice Cooked Meats and Other Cold Cuts by Using Electric Slicing Machine							
14.08	Portion Desserts							
14.09	Portion Cut Cakes and Pies							
14.10	Display Cakes and Pies							
14.11	Prepare a Cafeteria Serving Line							
14.12	Set Up Buffet Table							
14.13	Arrange Place Setting/Cover							
14.14	Set Restaurant Table Service							
14.15	Meet and Aid Customers in a Goodwill Capacity							
14.16	Provide Customer Service							
14.17	Greet Customer at Table and Take Order							
14.18	Hand Serve Foods to Customer							
14.19	Present Check to Customer							
14.20	Add Finishing Touches to Prepared Foods							
UNIT 15.0	FOOD PREPARATION - PRE-PREPARATION							
15.01	Prepare Food by Cutting, etc.							
15.02	Prepare Dehydrated or Concentrated Foods							
15.03	Prepare Perishable Foods for Refrigeration							
15.04	Tenderize Meats							
15.05	Wrap Foods for Baking							
15.06	Load Oven Racks (Baking)							
UNIT 16.0	SEASONING AND CONDIMENTS							
16.01	Use Spices and Herbs in Food Preparation							

		Proficiency						
		Level 0	Level 1	Level 2	Level 3	Level 4	Instructor's Initials	Date Completed
UNIT 17.0	FOOD PREPARATION - BREAKFAST FOODS							
17.01	Prepare Cold Cereals							
17.02	Cook Cereal							
17.03	Make Toast							
17.04	Cook Eggs by Simmering, Frying, Poaching, and Scrambling							
17.05	Prepare Fried Potatoes (Hash Browns)							
17.06	Cook Breakfast Meats							
17.07	Make Pancakes							
17.08	Make Quick Dough Waffles							
UNIT 18.0	FOOD PREPARATION - VEGETABLES AND FRUITS							
18.01	Trim, Cut, and Shread Fruits and Vegetables							
18.02	Cook Vegetables and Fruits by Baking							
18.03	Parboil Vegetables, Fruits, and Meats							
18.04	Boil Rice							
18.05	Mash Potatoes							
18.06	Cook Vegetables by Boiling, Simmering, and Steaming							
18.07	Cook Fruits by Boiling, Simmering, and Steaming							
18.08	Cook Vegetables and Fruits by Broiling							
18.09	Deep Fat Fry Vegetables and Fruits							
18.10	Cook Fruits and Vegetables by Glazing							
18.11	Cook Vegetables by Sauteing							
18.12	Make Casseroles Using Fruits and Vegetables							
UNIT 19.0	FOOD PREPARATION - USING CHEESE, EGGS, AND MILK							
19.01	Prepare Foods With Cheese							
19.02	Prepare Milk-based Dishes Such as Cream Soups, Chowder, and Sauces							
UNIT 20.0	FOOD PREPARATION - STOCK, ROUX, SOUP, SAUCES, AND GRAVIES							
20.01	Prepare Roux to Thicken Warm Sauces							
20.02	Prepare Sauces							
20.03	Prepare Soup Stock							
20.04	Make Gravies							
20.05	Prepare Soups							
20.06	Make Egg-thickened Salad Dressings and Sauces Such as Mayonnaise and Hollandaise							
UNIT 21.0	FOOD PREPARATION - MEAT, SEAFOOD, AND FOWL							
21.01	Cut, Trim, and Bone Beef, Lamb, Pork, Poultry, or Fish Into Prescribed Portions for Steaks, Chops, and Fillets							
21.02	Season and Bread Meats, Seafood, and Fowl for Baking, Roasting, Broiling, and Frying							
21.03	Clean Fish							
21.04	Clean Poultry							
21.05	Cut and Portion Red Meat							
21.06	Cut and Portion Fish							
21.07	Cut Up and Portion Fowl							
21.08	Cook Meats, Fish, and Fowl by Barbecuing							
21.09	Braise Meat, Seafood, or Fowl							
21.10	Bake or Roast Meat, Seafood, and Fowl							
21.11	Broil Meat, Seafood, or Fowl							
21.12	Deep Fat Fry Meat, Seafood, or Fowl							
21.13	Grill Meat, Seafood, and Fowl							
21.14	Stew Meat, Seafood, or Fowl							
21.15	Make Casseroles Using Meat, Seafood, or Fowl							
21.16	Make Bread Stuffing or Dressing							

		Proficiency						
		Level 0	Level 1	Level 2	Level 3	Level 4	Instructor's Initials	Date Completed
UNIT 22.0	FOOD PREPARATION - DESSERTS							
22.01	Prepare Congealed Desserts and Salads							
22.02	Mold Desserts							
22.03	Make Uncooked Puddings							
22.04	Prepare Cooked Puddings							
22.05	Make Boiled Custards							
22.06	Make Baked Custards							
22.07	Prepare Cookies							
22.08	Make Puff Pastries							
22.09	Prepare Eclair Paste Products							
22.10	Prepare Sweet Dough Products							
22.11	Whip Cream							
22.12	Make Dessert Sauces Such as Chocolate							
22.13	Prepare Glazes							
22.14	Make Meringue							
22.15	Prepare Uncooked Frostings							
22.16	Prepare Cooked Frostings							
22.17	Prepare Cream Fillings for Pies							
22.18	Make Pies With Custard Fillings							
22.19	Make Pies With Fruit Fillings							
22.20	Make Crumb Pie Crusts							
22.21	Make Standard Pie Crusts							
22.22	Make Pastry Pie Crusts							
22.23	Make Cobbler							
22.24	Make Cakes							
22.25	Prepare Cake Icing							
22.26	Ice a Cake							
UNIT 23.0	FOOD PREPARATION - BAKING							
23.01	Prepare Dough							
23.02	Make Yeast Dough Products							
23.03	Make Quick Dough Products							
23.04	Cook Pasta Such as Spagetti, Egg Noodles, etc.							
23.05	Make Dumplings							
23.06	Prepare Pizza Crust							
UNIT 24.0	NUTRITION							
24.01	Use Nutritional Information in Planning Meals							
24.02	Plan Optimum Nutritional Benefits							
UNIT 25.0	ORDERING, RECEIVING, AND INVENTORYING							
25.01	Order Food							
25.02	Purchase Food							
25.03	Receive, Check, and Report Shipments Received							
25.04	Inspect Incoming Food and Beverages for Quality and Freshness							
25.05	Store Equipment and Supplies as Needed in Assigned Areas							
25.06	Prepare Inventory Record for Purchased Food							
25.07	Keep Perpetual Inventory of Food Items							
UNIT 26.0	COST CONTROL AND RECORDKEEPING							
26.01	Compute Prices							
26.02	Purchasing Control							
26.03	Daily Food Cost Report							
26.04	Maintain Purchase Records							
26.05	Maintain Invoice Records							
26.06	Prepare Daily Cash Report							
UNIT 27.0	PREPARING FOR WORK							
27.01	Interpret Labor Laws and Regulations							
27.02	Interpret Payroll Deductions for Taxes, etc.							
27.03	Locate Job Opportunities							
27.04	Prepare Resume							
27.05	Compose Application Letter							
27.06	Interview for a Job							
27.07	Compose Follow-up Letter							
27.08	Complete a Typical Employment Application Form							
UNIT 28.0	CAREER OPPORTUNITY							
28.01	Identify Post-secondary Career Development Opportunties							

SAMPLE GTC EXEMPTION TESTS

SAMPLE EXEMPTION TEST

COMPLETION

1. Cost of beginning inventory, plus cost of purchase, minus cost of ending inventory equals ________.
2. The potential sales method of food cost control is most often used in the control of ________.
3. An operating budget is usually based upon one calendar or ________ year basis.
4. The point which costs equal sales is referred to as ________ - ________ point.
5. The cook who fills in during emergencies or to replace cooks who are on vacation is referred to as ________ or ________.

COMPLETION QUESTIONS

1. The enzyme ptyalin is found ________.
2. The four basic food groups are:
   1. ________
   2. ________
   3. ________
   4. ________
3. Vitamin ________ is required for the development and maintenance of sound bones and teeth.
4. The complete protein foods are:
   1. ________
   2. ________
   3. ________
   4. ________
   5. ________
5. Baking, roasting, and broiling are all methods of ________ heat cooking.
6. Microwave units will not cook or heat any item which does not contain ________.
7. ________ are examples of microorganisms used in food preparation.

True or False

1. The nitrogen cycle is related to proteins. _____ _____
2. Glycogen is a form of carbohydrate. _____ _____
3. Cellulose is held together by protopectin. _____ _____
4. All fats are unsaturated. _____ _____
5. Fats in the diet hasten digestion. _____ _____
6. Amino acids are important parts of carbohydrates. _____ _____
7. $C_6H_{12}O_6$ is a form of protein. _____ _____
8. A vitamin can be procured from a food or producted within the body after eating a food. _____ _____
9. GRAS additives are not subject to recall by government. _____ _____
10. Females generally require fewer calories than males. _____ _____
11. Rational and emotional purchasing are the two major forms of buying. _____ _____
12. A No. 10 can contains approximately 12 cups. _____ _____
13. A postoven rise must be planned for when cutting and portioning meat. _____ _____
14. MSG has been connected with the "Chinese restaurant syndrome." _____ _____
15. Botulism, where found, is generally related to frozen foods. _____ _____
16. A 6-ounce ladle is equal to approximately 3/4 of a cup. _____ _____

True or False

1. Although most of the food service operations remain as single individual or family-owned operations, the trend seems to be in the direction of chain ownership. ______ ______

2. Most qualify food operations are structures in a line group hierarchy supported by a staff group. ______ ______

3. A matre d' supervises the back of the house area. ______ ______

4. The swing cook is second in command to the chef. ______ ______

5. Hospital food service may be structured on either a centralized or decentralized form of service. ______ ______

6. Fast food operations generally offer the classical form of menu. ______ ______

7. The traditional "front of the house" organization generally is matched with the chef-centered "back of the house" organization in many of the chain forms of food service organizations. ______ ______

8. A staff table for the average food service operations shows a direct linear relationship between units of work produced and the number or workers required. ______ ______

9. Cost of food items cost percentage equals selling price. ______ ______

MULTIPLE CHOICE

1. What form of food service organization most closely followed the traditional form of organization?

    a. hospital ____ ____
    b. hotel
    c. nursing home
    d. airlines

2. A marketing analysis reveals all but which of the following?

    a. who buys most often ____ ____
    b. what is purchased
    c. what competition is doing
    d. how much is being spent

3. A normal distribution curve is of most importance in?

    a. training ____ ____
    b. layout of facilities
    c. a staffing table
    d. a job description

4. If the cost of food is $2.40 and the food cost percentage desired is 40%, the selling price would be?

    a. $6.24 ____ ____
    b. $6.00
    c. $3.36
    d. $3.84

5. Which of the following would cause a food cost percentage to rise?

    a. leftovers used from a previous day ____ ____
    b. portions smaller than usual
    c. dishonest personnel
    d. a and c

MULTIPLE CHOICE

1. Connective tissue which can be softened in meats by cooking is white in form and is called?

    a. elastin
    b. collagen ____ ____
    c. myoglobin
    d. fat

2. Which is not a part of cereal grains?

    a. olein ____ ____
    b. germ
    c. endosperm
    d. bran

3. A peptide linkage refers to which of the following?

    a. carbonhydrate ____ ____
    b. fat
    c. protein
    d. sugar

4. How many calories are furnished by one gram of protein?

    a. 9 ____ ____
    b. 5
    c. 6
    d. 4

5. 50 degrees F is equivalent to?

    a. 0 degrees C. ____ ____
    b. 12 degrees C.
    c. 10 degrees C.
    d. 15 degrees C.

Compute the missing figures to find the Beginning Inventory, Purchases, Ending Inventory, and Cost of Food Sold.

Beginning Inventory	$ 9,000.00	$ 8,500.00	$ 5,500.00	$________
Purchases	15,000.00	12,000.00	________	15,000.00
Ending Inventory	8,500.00	________	9,500.00	6,500.00
Cost of Food Sold	________	15,000.00	16,000.00	18,000.00

Compute the missing figures per serving.

Item	Food Cost	Food Cost %	Selling Price
Soup	____	40%	.50
Meat Loaf	.65	____	1.86
Lyonnaise Potatoes	.04	35%	____
Brown Gravy	.08	____	.23
Broccoli Polonaise	____	40%	.45
Whole Grain Corn	____	40%	.40
Tossed Salad	.08	____	.32
Chocolate Pie	.15	35%	____
Iced Tea	.02	33%	____
TOTAL COST	$____		$____

Add to this meal a 15% gratuity or tip: What is the final cost to the customer? $____

REFERENCES

REFERENCES TEXT CHAPTERS	MAJOR TOPICS	WEEKS OF INSTRUCTION	MODE OF INSTRUCTION
Chapter 4 Pages 71-74	Generation of Gases, Uses of Chemicals, Dry & Moist Heat Methods of Cooking	10	Lecture Discussion Application
	Review for Final Exam	10	Review
	FINAL EXAM	11	FINAL EXAM

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Catering Services Competency Based Teaching Module, Washington, DC: United States Government Printing Office, 1977.

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Ray, Mary Frey and Lewis, Evelyn Jones Exploring Professional Cooking, Peoria, IL: Chas. A. Bennett Co., Inc. 1980.

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Weiss, E., and Weiss, H., Catering Handbook, Rochelle Park, NJ: Hayden Book Company, Inc., 1971.

Wilkinson, J., The Professional Chef's Catering Recipes, 1522 "K" Street, N.W., Suite 736, Washington, DC, 20015: Council on Hotel, Restaurant and Institutional Education, 1971.

SOURCES OF SAMPLE TESTS

The following publications are recommended as good sources of ready made tests that may be selected to measure attainment of the objectives of the Food Service program.

Ray, Mary Frey, and Lewis, Evelyn Jones, Exploring Professional Cooking: Teacher's Guide, revised, Peoria, IL: Bennett Publishing Company, 1976. (Bennett Publishing Company, Peoria, IL: 61615, 1982 cost $ n/c.)

Haines, Robert G., Student Guide for Food Preparation for Hotels, Restaurants, and Cafeterias, Alsip, IL: American Technical Publishers, Inc., 1973. (American Technical Publisher, Inc., Alsip, IL, 60658, 1982 cost $3.50.)

Grimes, L. A., Jr., Chef - Coordinator's Guide, Austin, TX: The University of Texas at Austin (Instructional Materials Center - Continuing Education), 1979. (Center for Occupational Curriculum Development, P. O. Box 7218, The University of Texas at Austin, Austin, TX, 78712, 1982 cost $7.95.)

APPENDIXES

Appendix A Modifying The Guide For Special Needs Students

Appendix B Instructor's Resource To Some Vocational Training Packages For The Educable Mentally Handcapped

Appendix C GTC Course Syllabuses

Appendix D Joint Articulation Agreement

Appendix E Instructor's Signed Agreement to Articulate

Appendix F Philosophy of Articulation Guide Design

Appendix G Purposes of Articulation Guide

Appendix H Definitions of Terms

Appendix I Directions for Tests

Appendix J Responsibility Sheet

Appendix K Binder Design

MODIFYING THE GUIDE
FOR
SPECIAL NEEDS STUDENTS

The Articulated, Performance-based Instruction Guide for Food Service contains a sufficient variety and cluster of tasks from which to design a secondary training program to provide employable skills to special needs students.

For the special needs student, such as the mentally handicapped, units from the food service curriculum guide may be selected and emphasized to form the core of a modified training program. If possible, avoid any lowering of the minimum standards (competency level) recommended by the food service industry as important to success in entry level employment.

A modified secondary level curriculum based on the Articulated, Performance-based Instruction Guide for Food Service may be designed to prepare the student for the following career options:

1. Initial employment in food service work in such jobs as:

    - porter
    - dishwasher
    - bus boy/girl
    - waiter/waitress
    - counter help
    - short order cook trainee
    - apprentice cook

2. Continuation of food service training at Greenville Technical College in the evening continuing education, certification, or Associate Degree programs.

Recommendation: A student who has developed competency in at least one task cluster (such as waiter/waitress or dishwasher) at the proficiency level (see standards) recommended by the food service industry probably will be better qualified for entry level employment than a student who only has been introduced to several task clusters or the entire secondary food service program and who has attained no competency level.

On the following page is a brief outline of some suggested food service units which may be used as a core curriculum to prepare special needs students for successful entry level employment. (See next page.)

SOME SUGGESTED UNITS FOR SPECIAL NEEDS STUDENTS

NOTE: Training tasks should be chosen based on an assessment of the student's needs.

INTRODUCTION

- Orientation to food service
- Personal characteristics for success in food service
- Safety in food service
- Sanitation and personal hygiene

CLEAN UP/SANITATION

- Sanitation
- Clean and maintain food preparation/service equipment
- Maintain clean and sanitary food preparation/service/storage area
- Wash dishes/pots/pams/utensils
- Use/care of food service equipment
- Use/care of food service utensils
- Career opportunities in food service:
  - Perform bus service duties
  - Perform various job in food service
- Ordering, receiving, inventorying
  - Inspect incoming food and beverages for quality and freshness
  - Store equipment and supplies as needed in assigned areas

PREPARATION

- Principles of food preparation (methods of cooking)
- Food preparation and service terminology
- Standardized recipes: weighing, measuring, conversion
- Use of food service equipment
- Use and care of food service utensils
- Food preparation: Short order, fast foods
  - Beverages
  - Salads
  - Garnishes
  - Adding finishing touches
  - Sandwich fillings
  - Sandwiches
  - Deep fat frying
- Career opportunities in food service
- Food preparation - pre-paration
- Food preparation - Breakfast foods
- Food preparation: (NOTE: tasks to be determined by student's needs)
- Ordering, receiving, inventorying
  - Inspecting incoming foods and beverages
  - Storing equipment and supplies

SERVICE

- Food preparation and service terminology
- Food preparation:
  - Adding finishing touches to prepared foods
- Career opportunities in food service:
  - Waitress/waiter
  - Counter helper
  - Bus service
- Preparation for and serving foods:
  - Table service
  - Fill condiments
  - Fill beverage/ice containers
  - Portion and display foods
  - Prepare serving line
  - Hand serve foods
  - Present check to customer
- Food preparation: Tasks based on student's need

SEEKING EMPLOYMENT

- Preparing for work:
  - Labor laws and regulations
  - Payroll deductions
  - Job opportunities
  - Applications
  - Interviewing

Appendix B

INSTRUCTOR'S RESOURCE TO SOME VOCATIONAL TRAINING PACKAGES FOR THE EDUCABLE MENTALLY HANDICAPPED

The following instructional materials are available for purchase from:

Instructional Media Center
Box 1057
Dickinson, ND 58601

INDIVIDUAL CAREER AREAS: (See below for individual titles)

- Bus Boy/Bus Girl (2 booklets)	$ 4.80
- Dishwashing (2 booklets)	$ 4.80
- Kitchen Workers (14 booklets)	$ 32.00
- Teachers Guide	$ 5.00

INDIVIDUAL TITLES FROM ABOVE AREAS:

Janitorial

- Cleaning a tile floor	$ 3.00

Bus Boy/Bus Girl

- Jobs to be done before opening	$ 3.00
- Good grooming, bussing, and safety	$ 3.00

Dishwashing

- Putting soap in and preparing dishwasher to wash dishes	$ 3.00
- Washing dishes, glasses, and closing the dishwasher after cleaning and drying	$ 3.00

Kitchen Worker

- Three bean salad	$ 3.00
- Tossed salad	$ 3.00
- Jello salad	$ 2.50
- Macaroni salad	$ 3.00
- Washing pots and pans	$ 3.00
- Operate and clean a mixer	$ 3.00
- Conventional and convectional ovens	$ 3.00
- Deep fat fryer	$ 3.00
- Operate and clean a range	$ 2.50
- Can opener, portion scale, and blender	$ 3.00
- Microwave ovens, coffee machines	$ 3.00
- Use and cleaning of broiler and grill	$ 3.00
- Steam jacketed kettle	$ 2.50
- Slicer	$ 3.00

The following are available from:

New Jersey Vocational-Technical Curriculum Laboratory
Rutgers - The State University
Building 4103 - Kilmer Campus
New Brunswick, NJ 08903

FO-68	Food Service (Designed to instruct deaf students in serving of food. Includes: cleanliness, safety, table setting kitchen equipment, portioning, serving and removing foods, and preparing simple desserts and salads. Employs a minimum of words and instructs primarily by drawings.)	$ 7.00
FO-67	Teachers Guide - Food Service (Includes masters for transparencies.)	$ 7.00
FO-88	Language Workbook for Food Service (Designed to help the student develop the language of the trade. Overlaps with language arts instruction. Stresses reading, writing, word meaning, and usage, spelling, etc., and is coordinated with above Food Service manual. Uses illustrations.)	$ 6.00

For assistance in identifying additional resource material or planning instructional programs, secondary instructors should contact their administrator and District resource personnel.

GREENVILLE TECHNICAL COLLEGE
Greenville, SC

Course Syllabus Cover Sheet

Course Number FDS 101

Course Title Food Science

Lecture hours per week 3.0 Lab/Shop/Clinic hourse per week 0 Quarter credit hours 3.0 Equivalent semester hours

Prerequisite None.

Catalog course description The interrelationship of the physical, biological, and chemical principles of food, food preparation, food equipment, and food manufacturing processes.

Purpose of the course To give the student an introductory knowledge into the food service area of management including learning staffing procedures, quality and quantity controls, the basics of food composition, food preparation, and food manufacturing processes.

Required text(s) or other materials SUPERVISION AND MANAGEMENT OF QUANTITY FOOD PREPARATION by William J. Morgan, Jr., McCuthan Publishing Corporation, Chapters 2, 3, & 4.

Approved by ______________________ Date ______________________
Steve Scott
Academic Dean

COURSE TITLE: Food Science

COURSE NUMBER: FDS 101

CREDIT HOURS: 3.0

TERMINAL OBJECTIVES

Students who successfully complete the above course have demonstrated the skills required to accomplish the following objectives with a minimum average competency of 60 percent:

1. Without the aid of reference, the student will be able to state in writing how to plan, coordinate and staff food service organizations within one (1) hour.
2. Without the aid of reference, the student will be able to state in writing quantity and quality controls and show the mathematical formula for finding the cost of food, food cost percentage, and determine selling price within 30 minutes.
3. Without the aid of reference, the student will write four job descriptions to use as a tool for good utilization of labor training and supervision within one (1) hour.
4. Without the aid of reference the student will name the five (5) main factors in budget construction within 20 minutes.
5. Without the aid of reference, the student will be able to state some of the background and history of food. He/she will also be able to state the different food families and food classifications within one (1) hour.
6. Without the aid of reference, the student will be able to name the four basic food groups and how they are used by the body within 20 minutes.
7. Without the aid of reference, the student will be able to describe in writing in 150 words or less the digestive system and the psychological and sociological implications of food within 45 minutes.
8. Without the aid of reference, the student will be able to state the three different preparation techniques and terminology and the procedural system for ordering, receiving, and storing food within one (1) hour.
9. Without the aid of reference, the student will be able to state the principles of food preparation terminology; the three methods of heat transfer; change Fahrenheit to Centigrade and Centigrade to Fahrenheit within one (1) hour.
10. Without the aid of reference, the student will be able to state the principles of microwave cookery, generation of gases, use of chemicals, microorganisms, and dry and moist heat methods of cookery within one (1) hour.

PLAN OF INSTRUCTION

Course Number: FDS 101

Course Title: Food Science

REFERENCES TEXT CHAPTER	MAJOR TOPICS	WEEKS OF INSTRUCTION	MODE OF INSTRUCTION
Chapter 1 Pages 17-30	Organizational Structure of Food Service Units	1	Lecture Illustration Discussion
	TEST	1	TEST
Chapter 1	Outlining Job Descriptions and Specific Duties	2	Lecture Demonstration Application
Chapter 2 Pages 30-39	Food Cost Percentage/ Selling Price and Food Costs	3	Lecture Demonstration Practical Application
Chapter 2	Factors in Budget Construction	4	Lecture Illustration Practical Application
	MID-TERM	4	MID-TERM
Chapter 3 Pages 43-50	History of Food, Food Families, Food Classifications	5	Lecture Illustration Discussion
Chapter 3 Pages 50-54	The Basic Four Food Groups	6	Lecture Discussion Practical Application
Chapter 3 Pages 54-59	The Digestive Process	7	Lecture Discussion Application
Chapter 4 Page 59-68	Preparation Techniques and Terminology, System of Ordering, Receiving, Storing Foods	8	Lecture Discussion Application
Chapter 4 Page 68-71	Terminology, Methods of Heat Transfer, Fahrenheit & Centigrade	9	Lecture Discussion Application

(cont'd next page)

GREENVILLE TECHNICAL COLLEGE
Greenville, SC

Course Syllabus Cover Sheet

Course Number HMR 213

Course Title Food Preparation I

Lecture hours per week 3.0	Lab/Shop/Clinic hours per week 3.0	Quarter credit hours 4.0 Equivalent semester hours

Prerequisite None

Catalog course description To instruct the student in the basic principles of quantity food preparation with emphasis on sanitation, safety and maintenance of all kitchen equipment. A strong emphasis is also placed on participation by the students under actual kitchen conditions.

Purpose of the course For the student to learn the basics of food preparation, sanitation, cleanliness of assigned work space.

Required text(s) or other materials FOOD PREPARATION FOR HOTELS, RESTAURANTS, AND CAFETERIAS by Robert G. Haines

Approved by Stephen C Scott
Academic Dean

Date August 20, 1982

COURSE TITLE: Food Preparation I

COURSE NUMBER: HMR 213

CREDIT HOURS: 4.0

TERMINAL OBJECTIVES

Students who successfully complete the above course have demonstrated the skills required to accomplish the following objectives with a minimum average competency of 60 percent.

1. Without the aid of reference, the student will be able to assemble, use, and disassemble the dishwashing machine within 15 minutes.
2. Without the aid of reference, the student will be able to set up and operate the pot and pan washing area in the proper sequence of washing, rinsing, and sanitizing within 15 minutes.
3. Without the aid of reference, the student will mathematically compute and increase or decrease recipes in an appropriate amount of time.
4. The student will be able to list the types of meat cookery and three methods each of cooking in the two types within 5 minutes.
5. The student will list the six basic ingredients in bread baking (yeast - raised) and the function of each ingredient within 5 minutes.
6. The student will cut up chicken using the two different methods - hotel style and home or country style within 5 minutes.
7. The student will learn the carving of roast beef and other meats to give greatest servings and most tender meat possible within 20 minutes.
8. The student will use the five basic types of knives properly and learn how to sharpen them correctly and safely within 20 minutes.
9. The student will learn to properly clean and prepare produce and vegetables for salads.
10. The student will observe and do basic preparation of soups, sauces, gravies, meats, potatoes and potato substitutes, spaghetti and cereal cookery, poultry, fish, seafood, rolls and bread, pies, cake, icings, desserts, vegetables within an appropriate amount of time.

PLAN OF INSTRUCTION

Course Title: Food Preparation I

Course Number: HMR 213

REFERENCES TEXT CHAPTER	MAJOR TOPICS	WEEK OF INSTRUCTION	MODE OF INSTRUCTION
2 & 3	Personal Hygiene and Dishwashing & Silverware	1	Lecture, Lab Demonstration Discussion
3	Pot & Pan Washing, Rinsing Sanitizing - Will also Help Prepare Food Items on Menu	2	Same as above
6	Recipe Conversion and Food Prep Techniques	1, 2, 3	Same as above
16, 17, 18, 19, 21	Meats, Seafood, Poultry	4	Same as above
24	Yeast Products and Ingredients	5	Same as above
20	Poultry and Cutting Up Poultry	6	Same as above
16	Meat Cookery, Meat Carving	7	Same as above
4	Knives: Cleaning, Care, Safety	8	Same as above
10	Salad and Salad Preparations	9	Same as above
All Previous Assignments	Food and Its Preparation	10	Same as above

GREENVILLE TECHNICAL COLLEGE
Greenville, SC

Course Syllabus Cover Sheet

Course Number FDS 105

Course Title Introduction to Food Service Equipment

Lecture hours per week 3

Lab/Shop/Clinic hours per week 0

Quarter credit hours 3.0

Equivalent semester hours

Prerequisite

Catalog course description A technical study of the operation, repair, cleanliness and the principle uses of food service equipment.

Purpose of the course To teach the student the proper use of and cleanliness and sanitation of commercial type food service equipment.

Required text(s) or other materials THE COMPLETE BOOK OF COOKING EQUIPMENT by Jule Wilkinson

Approved by Stephen Scott
Academic Dean

Date August 20, 1982

COURSE TITLE: Introduction to Food Service Equipment
COURSE NUMBER: FDS 105
CREDIT HOURS: 3.0

TERMINAL OBJECTIVES

Students who successfully complete the above course have demonstrated the skills required to accomplish the following objectives with a minimum competency of 60 percent.

1. Being shown the slides of food service equipment, the student will be able to identify on sight food service equipment pertaining to storage, preparation, cooking, serving and clean up.

2. Given the appropriate equipment and materials, the student will be able to use, operate and clean the dishwashing machine and pots and pans washing area within 30 minutes.

3. Given the appropriate equipment and materials, the student will be able to operate and clean ranges in the lab. The student will be able to identify by sight various pieces of cutlery and the purpose or use of each.

4. Without the aid of reference, the student will be able to list the operation, care and cleaning procedures of revolving, convection, deck, and microwave ovens within 30 minutes.

5. Without the aid of reference, the student will be able to list operation, care and cleaning procedures of such steam equipment as steam cabinet, high-speed steamer, steam jacketed kettle and trunnion kettle within 30 minutes.

6. Without the aid or reference, the student will be able to list the operation, care and cleaning of griddles, grills, broilers, fryers within 30 minutes.

7. Each student, with the aid of notes or reference, will be able to give a written and oral report on a piece of equipment assigned them within 10 minutes.

8. Each student will, in a lab situation, use and prepare a food item and then clean that particular piece of equipment in an appropriate amount of time.

9. Without the aid of reference, the student will list, care, cleaning and use of storage equipment, refrigerators, scales for systematic control and frozen food units within 30 minutes.

PLAN OF INSTRUCTION

Course Title: Introduction to Food Service Equipment

Course Number: FDS 105

REFERENCE TEXT CHAPTER	MAJOR TOPICS	WEEK OF INSTRUCTION	MODE OF INSTRUCTION
Chapter on Dishwashing Machine	Dishwashing Machine - Pot and Pan Washing Area	1	Lecture, Discussion, Demonstration
Chapter on Ranges	Operation, Cleaning, Sanitizing Ranges. Safety, Use and Sharpening of Cutlery	2	Same as above
Chapter on Ovens	Oven Types, Deck, Microwave and Convection	3	Same as above
Chapters on Steam Equipment	Operation, Care, Cleaning of High Speed Steamer, Steam Cabinet, Steam Jacketed Kettle, Trunchion Kettle	4	Same as above
Chapter on Griddle, Grille, Broiler, Fryer	Griddle, Grille, Fryers, Broilers	5	Same as above
Chapter on Specialty Equipment	Infra-red Warming Range, Donut Robot, Toaster, Waffle Baker, Tilting Braising Skillet, Chafing Dishes, Meat Slicer, Bun Warmer, Coffee Machine, Carbonated Beverage Machine, Milk Shake Machine, Mixer	6	Student Oral Report on this Equipment, Lecture, Discussio Demonstration
Field Trip	Scheduled Field Trip to the Food Equipment Co. on Woodruff Rd. Contact B. B. Jones of Same	7	Student Written Report on Field Trip
Laboratory Use of Kitchen Equipment	Organize and use of Lab Equipment utilizing as many pieces of equiment as possible	8	Discussion, Oral evaluation of Lab Plans
Laboratory Equipment	Operate and Clean Laboratory Equipment	9	Discuss, critique, & evaluate Lab Performance
Chapter on Sealer, Storage Equipment, Freezers, & Refrigerators	Sealer, Storage Equipment Refrigerator, Freezers	10	Lecture, Discussion, Demonstration

Appendix D

THE SCHOOL DISTRICT
OF GREENVILLE COUNTY

GREENVILLE TECHNICAL COLLEGE

TO: All Administrators, Staffs and Faculties, The School District of Greenville County and Greenville Technical College

SUBJECT: Application and Implementation of the Policies and Procedures for the Articulation of Similar Vocational Training Programs of Instruction

Since 1976, The School District of Greenville County and Greenville Technical College have been working toward making the articulation of vocational education programs a viable and valid reality. Through joint efforts in the Occupational Education Articulation Program, The School District of Greenville County and Greenville Technical College fully support the concept of articulation and agree upon the purposes of the articulation program.

This Policies and Procedures Guide has been developed as a joint effort of The School District of Greenville County and Greenville Technical College with the assistance of individuals representing the institutional administrative units, involved faculty, and the local business and industrial community. The Policies and Procedures Guide is designed to assist the articulation of very similar programs of vocational training between the secondary and post-secondary, public, vocational training institutions in Greenville County.

Appreciation is expressed to participants at both institutions for the joint effort of this endeavor.

J. F. Hall
J. F. Hall
Superintendent
The School District of
Greenville County

Thomas E. Barton
Thomas E. Barton
President
Greenville Technical College

Appendix E

TASK FORCE COMMITTEE AGREEMENT TO ARTICULATE VOCATIONAL EDUCATION

Articulation provides a system whereby secondary and post-secondary instructors can cooperate effectively in providing a continuous occupational development program where the level and type of vocational training that leads to entry-level employment skills will be clear to instructors, other educators, students, and potential employers.

The concept of articulation and the articulation program are supported fully be The School District of Greenville County and Greenville Technical College which have agreed upon a statement of purpose for the articulation of similar vocational education programs in Greenville County.

The articulation program in Greenville County is a joint effort of The School District of Greenville County and Greenville Technical College to develop a continuous program of vocational training so that students may continue their career preparation without loss of time or waste of effort in repeating tasks which have been learned previously and demonstrated. Articulation program activities are designed to help remove unnecessary gaps or overlap in student learning which may occur when a student completes a secondary vocational program and continues career development at the post-secondary level in a similar occupational field.

To implement articulation, instructor representatives from the participating institutions have met as a task force committee to develop this articulated, performance-based instruction guide which describes the secondary vocational program and which provides the parameters for vertical articulation.

Vertical articulation shall include recognition of the occupational competencies demonstrated by secondary graduates of articulated vocational programs.

It is agreed that...

The task force committee instructor representatives from The School District of Greenville County and Greenville Technical College mutually recognize the value of occupational education provided by each institution.

The task force committee instructor representatives will take the necessary actions, approved by their administrations, to ensure that this agreement to articulate is fulfilled including interpreting the program to students.

It is understood that periodic review of the articulated task objectives, performance actions, minimum standards, and outcome-referenced measures will be necessary to ensure that a valid training program is serving the needs of the community and the students.

Each task force committee participant hereby agrees to notify the others of any changes which modify the articulated, performance-based vocational program described in this guide so that each articulation guide, and where appropriate the articulation program, may be revised mutually so that articulated occupational training in Greenville County will conform to the minimum standards outlined in this guide.

This agreement to articulate establishes the necessary framework for lateral as well as vertical articulation.

AGREED UPON BY THE TASK FORCE COMMITTEE PARTICIPANTS ON THIS DAY,

____
date

Name	Institution/School
Maryjane S Rowley	Donaldson Area Voc School
O'Alice Evans	Foothills A.V.C.
M. M. King	Golden Strip
Ray E. Spangler	Greenwd TEC
Joe S. Whisnant	Greenville TEC

PHILOSOPHY OF ARTICULATED, PERFORMANCE-BASED INSTRUCTION GUIDE DESIGN

The design of the articulated, performance-based instruction guides and the articulation program is based on a philosophy that the vocational education curriculum should be for career training with few fringe or non-related subjects. The student should be given the basis to do useful skilled work upon graduation and employment. The vocational program graduate should have a background which will allow him/her to learn and advance as rapidly as possible on the job, but it should not include subject matter which will not be applicable to his/her work for years. When subject matter is introduced that will not be applicable to the graduate's work for years, it may put the graduate out of perspective. The result might be that the graduate may try to force applications which do not exist, simply because the information is in his/her repertoire. Thus, the purpose of vocational training by the articulated, performance-based instruction guides is to prepare graduates for successful entry into a skilled trade.

To ensure that the design of the articulated, performance-based instruction guides is conforming to the philosophies of both the secondary and post-secondary institutional participants, a periodic review of the guide design and philosophy is recommended.

PURPOSES OF THE ARTICULATED INSTRUCTION GUIDE

The articulated instruction objectives guide are is expected to serve the following purposes:

1. The guide serves as the primary vehicle for the articulation of subject matter in similar vocational training programs between the vocational education centers, high schools, and Greenville Technical College through use by instructors at both levels as a reference in preparing instruction.

2. The guide provides a listing of the minimum tasks that a student or worker is expected to perform in the conduct of a specific level job in the area of vocational training or work of concern.

3. The guides identify the primary detailed instruction objectives, performance objectives which are based upon the task listings. The tasks are listed in the sequence of complexity, with the least complex task being listed first, except where a task must be performed as a prerequisite to performance of another task.

4. The guides identify the tasks performed (actions, steps, sets of skills) and related technical information which must be taught and learned to accomplish each major instruction objective. The tasks performed represent the minimum skills and related information required for adequate occupational proficiency in the performance objectives.

5. The guides designate the instructional contact hours necessary to provide the required instruction, as required by appropriate educational agencies or offices and as estimated by the instructor-participants on the Vocational Articulation Project Task Forces, and based on the time required to teach the average learner to perform the task. The time estimated is based on having the essential equipment, facilities and instructional aids required to provide the instruction, whenever the class size is limited to an acceptable number.

6. The guides identify the performance standards to be met for occupational proficiency in the task. Performance standards used are those considered to be minimum business or industry standards. The ability to meet the listed standards of performance will be considered as qualification for advanced instruction in the vocational program.

7. The guides provide direction in the conduct of sequential vocational competency instruction by modules or job tasks, resulting in qualification by the learner to perform limited skill specialist jobs of

progressively higher skills until the program objective is reached (i.e., file clerk to executive secretary, etc.). As the student becomes proficient in the performance of tasks in successively more complex modules, more marketable competencies are gained and may be identified as the lower job qualifications of a specialist.

Through this procedure, even the slower student is provided an opportunity to eventually gain sufficient skills to perform adequately as a specialist at some level in the vocational field, even if the student is unable to complete the total program of training.

The standardized sequence of activities of the vocational instruction modules will facilitate lateral articulation between vocational education centers in the School District and will simplify vertical articulation when training is continued at Greenville Technical College articulating to employers.

8. The guides provide a descriptive listing of equipment required to conduct the program of vocational training. The equipment listed is considered to be the type and quantity essential for the conduct of instruction to prepare students for entry-level employment in the vocational field. It may be necessary to delay teaching some tasks involving special equipment, if that equipment is not available at all instructional sites, or to move students and equipment together as necessary to teach skills.

9. The guide provides information about requirements or limitations that typically are involved in the performance of the task, environmental conditions and physical demands, and able to perform the task.

10. The guides provide a list of standardized performance test items/ and outcome-referenced measures to be used in the determination of vocational proficiency. As long as the specifics are not provided, the test items listed cannot be compromised easily and could serve as study guides.

11. The tasks listed in the guide are the minimum requirements for job qualification under average circumstances in a regional market. It is understood that there may be unlisted tasks that some employers may require the worker to do in the occupation, when in their employment. In addition, there may be unlisted tasks, such as mental process tasks, that are not stated but that may occur and that should be considered in instructional planning or testing.

Instructors may teach skills and related technical information other than what is shown in the guides. Provision of additional information should be limited to the students who have completed the requirements for the tasks emphasized in the instructional guides. The change of tasks in the guides should be based on task force committee agreement to ensure lateral and vertical articulation.

12. It is expected that there will be updating and correction of items in the articulated instruction guide. Participants are to be sure that the contents are valid and consistent with business and industry requirements. Recommendations should be submitted to the Vocational Articulation Program office which will assemble and present them to the appropriate committee for review and possible adoption.

13. Typically, the teacher/instructor should not plan to conduct instruction in a given articulated module unless the capability exists to conduct all of the instruction to meet the instructional objectives, with the result that the successful student is qualified to perform the tasks identified within the module.

14. An underlying philosophy in vocational training is that it is better to prepare the student to be fully qualified to perform all of the tasks in a limited group of modules in a vocational field and be qualified at a lower job level rather than to be only familiar with a large number of task descriptions or duties and qualified to perform none of them fully. For higher levels of job qualification beyond the secondary level, the student or worker is encouraged to enroll at Greenville Technical College.

15. Generally, vocational programs will include certain basic modules or courses of instruction without which the student would not be considered vocationally qualified at any level. Basic modules typically will be identified and taught early in the program sequence.

16. The instruction guides provides information essential to help the vocational student who completes training at the secondary level and continues career development training at the post-secondary level in a similar program receive appropriate credit for the articulated vocational training that has been mastered at the secondary level.

Appendix H

DEFINITIONS OF TERMS

The following definitions of terms are applicable to the articulated, performance-based instruction guides developed as products of the Occupational Education Articulation Program.

Behavior: The actions of a person (specifically, job or job training actions). Behavioral actions include both overt, those that can be observed, and covert, those not observable outwardly. Performance may be interchanged with behavior in the project. (See also Performance Actions).

Concept: A group of ideas that may be classed together or that are similar.

Criteria: A standard by which performance may be measured, usually considered the minimum standard.

Domain: A cluster of related jobs.

Duty: One of the distinct major activities involved in the work performed and comprising related tasks.

Evaluation: When comparison is made between a measurement and a standard and judgment is passed on the comparison.

Item: A single stimulus or stimulus pattern that calls for a single response or set of responses. It is one sample of behavior or performance. The response may be simple or complex.

Job: The duties or tasks actually performed by a specified individual.

Knowledge: In this project, knowledge refers to acquired covert behavior which facilitates skills and performance, such as the theoretical information of what should be done under given circumstances, and in what order of sequence performance should occur to accomplish the objective.

Measurement: The process of determining the extent some characteristic is associated with the student.

Module: Modules in the pilot Drafting and Business and Office Education curriculum modifications in the Occuptional Education Articulation Program have been designed to coincide secondary level training with post-secondary level similar areas of training.

Another method of developing modules might be for modules to represent an identifiable, complicated task or job area involving a number of sub-tasks such as "Electrical Systems" in Automotive Mechanics.

Norm-referenced Evaluation: In norm-referenced evaluation, measures are dependent on a relative standard. Measures compare the capabilities of one student to those of other students.

Objective: (See Performance Objective) A stated desired outcome of training or the end result of the job, task, or performance actions. Objectives referred to in this project will be terminal objectives, generally representing a specific job function.

Occupational Education: An organized sequence of learning experiences consisting of vocational theory, practice, and skills taught to students on a regular or systematic basis.*

*Reference: Standards of the Delegate Assembly (Atlanta: Southern Association of Colleges and Schools, Commission on Occupational Education, December, 1972) p. 12.

Outcome-referenced Evaluation: Outcome-referenced, or criterion-referenced, measurement provides a standard of achievement for the individual as compared with specific behavioral objectives and therefore provides information about the degree of competence attained by the student.

The outcome-referenced measure is a performance or other measure based upon a performance objective, the accomplishment of which measures attainment of that objective.

Performance: Performance is used in this project to refer to a job or task which results from a set of sequential actions or steps.

Performance Actions: A series of steps, generally arranged in a sequence ordinarily followed, which when completed may result in the accomplishment of a performance objective (performance of a task).

Performance actions may be referred to as a set or sets of skills, functions, or steps. V-TEC (Vocational-Technical Education Consortium of States) catalogs generally describe performance actions in the "performance guide" of their format.

Articulated, Performance-based Instruction Guide: A comprehensive collection of performance objectives, performance actions to obtain those objectives, suggested hours for instruction (for planning purposes), performance standards, related technical information, and outcome-referenced measures, as well as general secondary level and post-secondary level descriptions of similar courses for the purposes of aiding lateral and vertical articulation concerning the subject area.

Performance-based Instruction: Performance-based (competence-based) instruction is based on the competencies or tasks performed by on-the-job workers. Everything in a performance-based instruction system is made public beforehand. There are no surprises for student, teacher, counselor, or employer. When the student begins a program, information is available to tell the student exactly what competencies are expected to be developed as a result of the instructional program, how and against what standards or criteria the student will be evaluated, and how the student's competencies will be communicated to the student, instructors, and to employers. A performance-based instructional system tells the student exactly what the student must learn, teaches the student that skill or knowledge, and then tests on mastery of that specific competence.

Performance Objective: A statement in precise, measurable terms of a particular behavior to be exhibited by a learner under specified conditions. It possesses each of the elements or characteristics specified below:

Conditions under which the performance is to take place.

Behavior Desired or expected of the student (things to be done, the performance desired).

Standards to determine how well the performance is to be done (criteria).

Performance Test: A performance test requires the student to demonstrate (master) the desired behavior of the objective (accomplish a job-like task) under controlled conditions and according to predetermined standards. The controlled conditions allow the student to demonstrate the desired behavior and the conditions remain consistent from student to student.

Skill: Primarily, skill refers to overt, observable performance, however, it is recognized that there are covert skills required in some performances.

Step: Step is used to refer to a task or action, generally as a sequence of steps involved in the accomplishment of a performance objective or job.

Systems Approach: The systems approach to instruction emphasizes the specification of instructional objectives, precisely controlled learning experiences to achieve the objectives, criteria for performance, and evaluative information.

Task: A task is a set of skills (set or sets of functions, actions, or steps) the student must perform to accomplish the job (training). A task may be described as a logically related set of actions necessary or required to complete the job objective. Several tasks could be referred to as a duty.

Task Analysis: Task analysis is breaking down a learning task (objective) into component tasks each of which must be mastered as a prerequisite to mastery of the total job.

Task List: A listing of tasks (performance objectives) performed by incumbent workers (students in training) within a domain of interest (course of study).

Test: An event during which the student is asked to demonstrate some aspect of knowledge or skill is a test. It can be a single test item, but usually it consists of several items.

INSTRUCTIONS FOR ANSWERING OUTCOME-REFERENCED TEST ITEMS

Typically, eleven (11) different types of outcome-referenced test items may be used in the competency test.

1. True-False
2. Completion (Fill-in Blanks)
3. A Combination of True-False and Completion
4. Multiple-Choice
5. Matching
6. Identification
7. Short Answer
8. Long Answer
9. Program Product of Performance Test
10. Simulated Performance Test
11. Actual Performance Test

An example of each type of test item is included. Carefully study the illustration test item and the directions for answering the question. These directions will not be given again. Your test questions may vary slightly in the format, however, the instruction should be applicable. Where necessary, the instructor will supplement these instructions for answering outcome-referenced test items.

Do not guess. Guessing does not add to your knowledge, even if you happen to guess right. If you do not know the answer skip the test item and go to the next question. Remember: Enter your answers in the blanks provided on the separate answer sheet, if used.

---

1. TRUE-FALSE

Directions: Read the statement carefully. Decide whether it is true or false. Answer by marking T or F in the blank provided to the right (or, if answer sheet requires, mark "X" in the appropriate (T) or (F) parenthesis, or "circle" T or F).

Example: Lumber shrinks across the grain of the board. (T) (F)

2. COMPLETION (Fill-in Blanks)

Directions: Complete the statement by printing on the blank line the word or words which make a complete and correct statement.

Example: Proper edge spacing will restrict __?__ and ensure good weld penetration. distortion

3. COMBINATION OF TRUE-FALSE/COMPLETION

Directions: If the statement is correct, in the parenthesis mark (T) or answer true, as required. If the statement is incorrect, mark (F) in the parenthesis and fill in the blank provided with the appropriate word or term which, if substituted for the underlined word, would make the statement correct.

Example: A pantry chef usually is the head chef's first assistant. (T) (F)

sous

4. MULTIPLE-CHOICE

a. Directions: You are given three or four choices from which to make a complete and correct statement. In the blank answer space provided, write in the "letter" indicate the best choice.

Example: The head chef's first assistant is a ? .

a. junior chef
b. sous chef
c. pantry cook

b

b. Negative Answer Multiple-Choice

Directions: If the multiple-choice question includes the word EXCEPT, you should look for the choice that does not fit the question. Read the entire question carefully before you choose your answer.

Example: All of these could cause high starter current draw EXCEPT:

a. work starter bushing
b. bad starter relay
c. grounded field coils
d. grounded armature

b

5. MATCHING:

Directions: For each given item in the left hand column, match it with the appropriate item from the right hand column. Write the letters of the correct or best answer in the appropriate blanks.

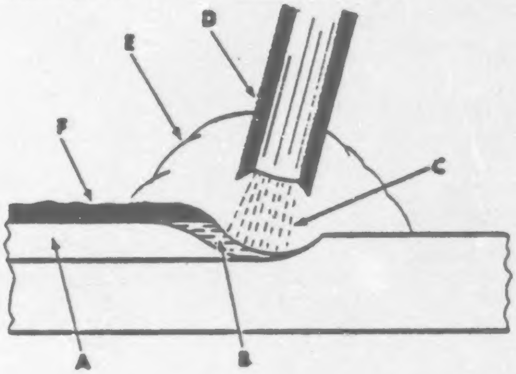
Example: Match these metric terms on the left with their proper equivalents.

b	deca	a.	thousands
c	meter	b.	tens
a	kilo	c.	units of length measurement

6. IDENTIFICATION

Directions: Identify each labeled part of the illustration below and write the name next to the appropriate letter in the blank provided.

Example:



a. base metal
b. molten metal
c. arc
d. electrode
e. gas shield
f. slag

7. SHORT ANSWER

Directions: Write the correct answer in the blank provided.

Example: What type of electrode is best for vertical and overhead welding? fast-freeze

8. LONG ANSWER

Directions: Using as few words as possible, write the answer to the question in the blank provided.

Example: What should be done if the electrode welds fast to the work?

"Electrode should be broken loose by twisting or bending the holder."

9. PROGRAM PRODUCT OR PERFORMANCE TEST

Definition: Concrete project or production accomplishments during training are used to test knowledge or skill. Typically, test pressures are missing and the student may have had help in completing the task.

Directions: Instructor will observe student during training and by checklist or rating scale will rate student's performance or knowledge.

Example: Given an oven for baking, food items, and necessary implements and equipment; load the oven with foods to be baked. All items on a checklist used to rate performance must receive an acceptable rating. The task must be accomplished within 15 minutes.

CHECKLIST

(Load Oven Racks)

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Gathered needed supplies.		
2. Used needed supplies.		
3. Pulled oven rack partially out while loading.		
4. Stacked oven shelves 8 inches apart for baking.		
5. Placed food on rack so that heat circulated adequately.		
6. Followed appropriate safety precautions.		

10. SIMULATED PERFORMANCE

Definition:	Contrived situation, resembling tasks the graduate will be required to do on the job. This form of test is useful for evaluating transferable skills such as reasoning, attitudes, and psychomotor skills necessary for occupational success.

11. ACTUAL PERFORMANCE TEST

Definition:	Exhibits the advantage of realism, but may be too late to help either the student or the vocational program correct failures.
Example:	Given an automobile with a leaking pinion seal, access to proper tools and equipment, replacement parts, and service manual; replace the pinion seal according to manufacturer's recommended procedures. The job should be completed within 2 hours. The manufacturer's specifications must be met and the completed job must meet the instructor's standards.

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Documents and binders issued to instructor participants remain the property of the issuing institution. Should a vocational instructor leave the employment of The School District of Greenville County or Greenville Technical College, the document and binder must be returned to the principal, vocational center director, or department head so the instruction guide may be used by replacement personnel.

Corrections, modifications, and notes may be made on the pages of the documents for the purpose of modifying the field trial edition or to improve the instructional value of the document. Please share any corrections, modifications, and recommendations concerning this document with the Occupational Education Articulation Program.

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Document - .05¢ per page (1982)

Who to contact:

Occupational Education Articulation Program
The School District of Greenville County
c/o Donaldson Vocational Center
Donaldson Center
Greenville, SC 29605
(or)
Consultant, Vocational Education
The School District of Greenville County
(or)
Associate Vice President for Education
Greenville Technical College

BINDER DESIGN

(Occupational Education Articulation Program)

The binder design is simple and straightforward.

Two triangular figures, in balance, represent the two institutions participating in articulation.

Two levels of training are represented by the placement of the triangular figures and the identification of the two institutions.

Horizontal and vertical lines represent lateral and vertical articulation.

The diagonal across the design represents the progressive movement in career development for successful job performance.

The two figures are not closed when they face, but allow for interaction and are linked by the document title: Articulated, Performance-based Instruction Guide.

The binder design was developed by Ed Henderson Jr., Coordinator, Occupational Education Articulation Program.

UNIT 1.0 - ORIENTATION TO FOOD SERVICE

OUTCOME-REFERENCED TESTS

TRUE-FALSE

1. ____ The food service industry started early in the twentieth century.

2. ____ Eating places were first established to meet the needs of workers.

3. ____ Today's food service industry includes many different types of food service establishments.

4. ____ Food service is one of the nation's fastest growing industries.

5. ____ The food service industry provides nearly four million jobs for both men and women.

6. ____ The food service industry is the largest business in the nation.

7. ____ There are millions of food service establishments in the United States.

8. ____ In the United States today, one out of every three meals is eaten away from home.

9. ____ Satisfying hunger is the only concern of food service operations.

10. ____ The food service industry influences the social life of a community as well as its business activities.

11. ____ Subsidizing refers to partial or complete payment of food costs by some organization or government.

12. ____ Self-service units require very few, if any, service workers.

13. ____ Many table service restaurants use special decorative themes or specialize in ethnic foods.

14. ____ Ethnic foods are those which are typical of a certain country, such as Italy or Hungary.

15. ____ Quick service restaurants usually have limited menus and simple service.

16. ____ A successful food service worker has good physical stamina, an interest in food, and enjoys people

Unit 1.0 - Orientation To Food Service (Con't.)

TRUE-FALSE (Con't.)

17. ___ Only full-time workers are needed in the food service industry.

18. ___ In order to start or operate a franchise fast food operation, a person needs to have money for capital investment.

19. ___ A capable young person could have a part-time job as a meal aide while still in school.

20. ___ Small food operations hire highly specialized workers.

21. ___ Job advancement is usually faster for workers with formal education than for those with on-the-job training only.

22. ___ Lack of technical skill is the primary reason for young workers' job failures.

23. ___ Food service work provides steady, year-round employment in most communities.

24. ___ An experienced, capable food service worker might not be able to find a job in another community.

25. ___ Most restaurant and hotel kitchens can become uncomfortably warm.

26. ___ Working with the public is always enjoyable for those who like people.

27. ___ Any service-type job requires working sometimes on weekends, nights, and holidays.

28. ___ Jobs in the food service industry have rush or peak periods when it is necessary to work quickly but keep calm.

29. ___ Workers usually receive meals as well as insurance, social security, and other fringe benefits.

30. ___ Personal characteristics are very important for job success in the food service business.

Unit 1.0 - Orientation To Food Service (Con't.)

MULTIPLE CHOICE

31. Which of the following is one of the best ways to learn which type of job is right for you?

___ a. getting advice from experienced adults
b. trying different jobs during summers and after school
c. taking tests offered by guidance counselors and employment agencies
d. finding out which job has the best hours, pay, and working conditions

32. Which of the following is not necessary to manage a company-owned restaurant?

___ a. organizational ability
b. interest in people
c. money for capital investment
d. willingness to work hard for long hours

33. Which of these jobs could be filled by a graduate of a vocational food service course?

___ a. head waiter or waitress in hotel dining room
b. counterworker in a luncheonette
c. assistant manager in a franchise unit
d. dietitian in a hospital

34. For which job would a four-year college education in food service be most helpful?

___ a. executive chef in a large hotel
b. maitre d' in a resort dining room
c. hostess in a motel restaurant
d. manager of a small city hotel

35. What is the main difference between a franchise food service business and a company owned food service operation?

___ a. availability of training programs
b. use of company name, methods, and building design
c. financial risk and income arrangements
d. maintenance of company standards

MATCHING

36. ___ leisurely dining

___ hot and cold foods available by putting coins in the slot

___ food provided at place of work

___ tray service including menus for special dietary needs as well as cafeterias and snack bars

a. in-plant feeding

b. vending machines

c. hospitals and nursing homes

d. motels and hotels restaurants

37. ___ Food prepared, pre-portioned, and sometimes delivered to schools, airplanes or businesses

38. ___ provides meals and snacks for workers where other facilities are not available

___ simple table or counter service offering a limited menu choice

___ provides management, workers and food for businesses and institutions

___ food is served to the customer by a waiter or waitress

___ food prepared and served for special occasions and often delivered to a home, club, or hall

___ provides complete, daily meals economically for large groups

___ vending machines dispense either hot, cold, or frozen foods

a. catering unit

b. central kitchen or commissary

c. contract feeding company

d. institutional feeding unit

e. in-plant feeding unit

f. quick service unit

g. automated self-service

h. table or counter service

MATCHING (Con't.)

38. The four major work areas in food service are:

a. Management
b. Production
c. Sales and service
d. Sanitation

Write the letter of its corresponding work area as shown above.

1. ___ head cook
2. ___ cashier
3. ___ waitress
4. ___ dietitian
5. ___ busboy
6. ___ baker
7. ___ hostess
8. ___ supervisor
9. ___ dish machine operator
10. ___ executive chef
11. ___ pantry worker
12. ___ food runner
13. ___ counter girl or man
14. ___ stock clerk
15. ___ short order cook

Unit 1.0 - Orientation To Food Service

Answer Sheet

1. F
2. F
3. T
4. T
5. T
6. F
7. F
8. F
9. F
10. T
11. T
12. T
13. T
14. T
15. T
16. T
17. F
18. T
19. T
20. F
21. T
22. F
23. T
24. F
25. T
26. F
27. T
28. T
29. T
30. T
31. b
32. c
33. b
34. d
35. c
36. d
    b
    a
    c
37. b
    e
    f
    c
    h
    a
    d
    g
38.
    1. b
    2. c
    3. c
    4. a
    5. c or d
    6. b
    7. c
    8. a
    9. d
    10. a
    11. b
    12. c
    13. c
    14. d
    15. b

UNIT 3.0 - SAFETY IN FOOD SERVICE

OUTCOME-REFERENCED TESTS

TRUE-FALSE

1. ___ There are minimum standards for safety in food service establishments set up and enforced by city and state governments.

2. ___ The floor plan of a good service establishment and the arrangement of furnishings and equipment are important factors relating to safety.

3. ___ Liability insurance completely protects restaurants from lawsuits which may result from accidents.

4. ___ By law, the employer must keep his place free from recognized hazards.

5. ___ The food service worker is not responsible for safety procedures.

6. ___ Most accidents in food service occur during food preparation.

7. ___ Accidents usually happen because of a careless or hurried attitude of workers.

8. ___ By being safety-conscious, you may prevent injuries to yourself and others.

9. ___ Only if an accident causes injury and is treated by a doctor must it be reported to your supervisor.

10. ___ To help cut down on accidents when working under pressure, make safe practices a habit and keep your mind on your job at all times.

11. ___ Accidents are more apt to happen when you are tired.

12. ___ Efficient use of energy helps to reduce fatigue.

13. ___ Fatigue is a harmful condition and should not occur in a healthy person.

14. ___ Feeling tired is entirely a physical condition.

15. ___ Reaction to danger is slower if your are fatigued.

MULTIPLE CHOICE

16. Which of the following statements about safety is true?

___ a. all accidents could be eliminated
b. accidents due to unsafe conditions could be eliminated
c. accidents due to unsafe acts could be eliminated

Would each of the types of accidents described below, be caused by unsafe acts or unsafe conditions?

Write A if the accident is a result of unsafe acts.
Write B if the accident is a result of unsafe conditions.

17. ___ Mary received a shock when she touched an electrical cord before drying her hands.

18. ___ Betty cut her hand on a paring knife while washing dishes in the sink.

19. ___ The rung of a stepladder broke when Joe was reaching for some canned food in the storeroom.

20. ___ Jill slipped and fell on some spilled food behind the cafeteria counter.

21. ___ Sally was burned when she hit the handle of a pan which was turned toward the outside of the range.

22. ___ Kay was burned when steam escaped from a leak in the steam table.

Identify as (a) or (b) the kind of fire extinguisher that you would use for the types of fires listed below.

23. ___ paper

24. ___ electrical

25. ___ cleaning rags

a. soda-acid
b. carbon-dioxide

MATCHING

Match each term with its definition.

26. ___ weariness resulting from heavy work or exertion

27. ___ tendency to have many accidents

28. ___ result of lifting and carrying heavy loads incorrectly

29. ___ tiredness which comes from feeling frustrated, troubled, or offended

30. ___ effort used to do a difficult or heavy task

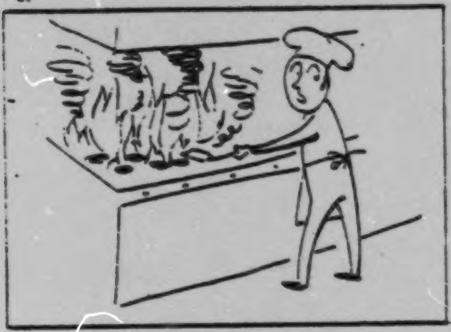
Term

a. strains
b. exertion
c. physical fatigue
d. mental and emotional fatigue
e. accident prone

- Identify the cause of each of the accidents illustrated by placing the letter of the correct choice in the blanks below.

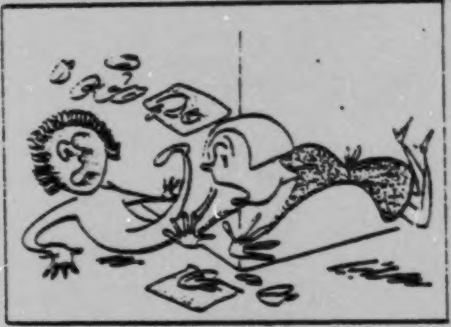
A. failure to follow instructions
B. not paying attention to the job
C. over-reaching
D. improper attire
E. improper lifting

1.



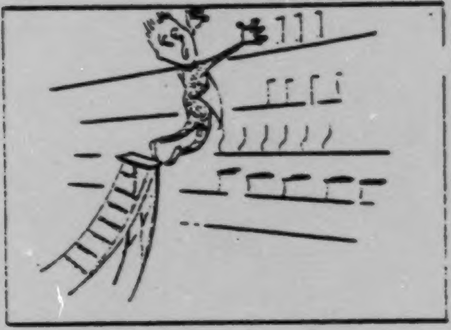
1. ____

2.



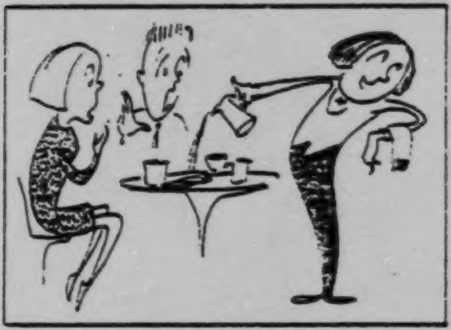
2. ____

3.



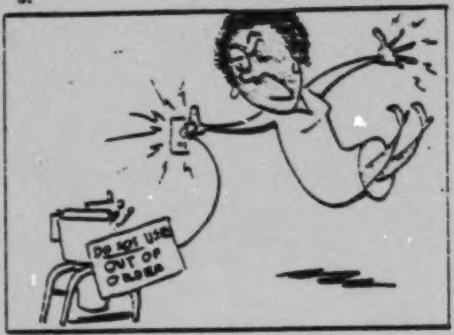
3. ____

4.



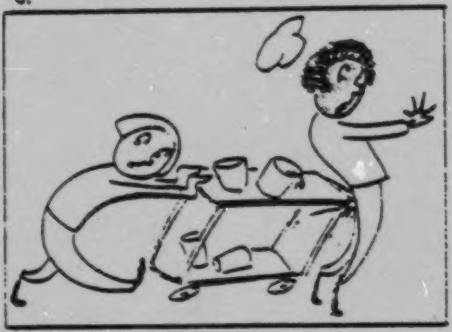
4. ____

5.



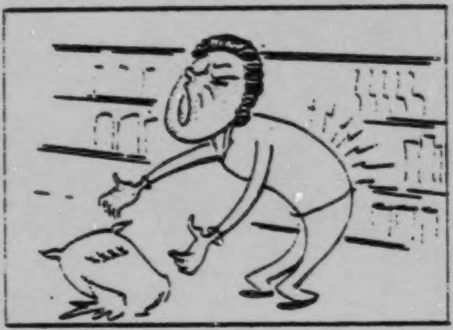
5. ____

6.



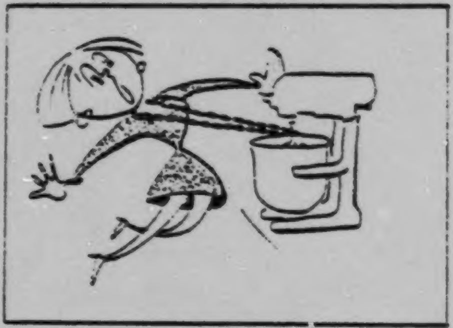
6. ____

7.



7. ____

8.



8. ____

- Answer the questions about the accidents pictured by writing the correct word on the line at the right.

9. Which accidents were directly the fault of the employer? none some all — 9. ________

10. Which accidents could have been prevented by the worker? none some all — 10. ________

Unit 3.0 - Safety In Food Service

Answer Sheet

1. T
2. T
3. F
4. T
5. F
6. F
7. T
8. T
9. F
10. T
11. T
12. T
13. F
14. F
15. T
16. c
17. a
18. a
19. b
20. b
21. a
22. b
23. a
24. b
25. b
26. c
27. e
28. a
29. d
30. b

Identify the cause...

1. b
2. b
3. c
4. b
5. a
6. b
7. e
8. d
9. none
10. all

UNIT 4.0 - SANITATION AND PERSONAL HYGIENE

OUTCOME-REFERENCED TESTS

MULTIPLE CHOICE

1. The practice of cleanliness of an individual is called

___ a. grooming
b. sanitation
c. neatness
d. personal hygiene

2. The science of bringing about general, healthful conditions is called

___ a. personal hygiene
b. cleanliness
c. sanitation
d. grooming

3. In the food service industry, personal hygiene is a standard that must be set by the

___ a. individual
b. supervisor
c. management
d. head chef

4. Harmful bacteria are found in

___ a. all foods
b. certain foods
c. a few foods
d. foods with a high sugar content

5. Bacteria grow rapidly and typically divide one every

___ a. 5 minutes
b. 15 minutes
c. 20 minutes
d. 30 minutes

6. The chief weapon to use against bacteria growth is

___ a. cleanliness
b. temperature control
c. regular pest control service
d. heat

Units 4.0 - Sanitation and Personal Hygiene (Con't.)

7. Bacteria grows very little at temperatures below

___ a. 40 degrees F
b. 50 degrees F
c. 60 degrees F
d. 70 degrees F

8. Bacteria growth is destroyed at temperatures over

___ a. 150 degrees F
b. 160 degrees F
c. 170 degrees F
d. 180 degrees F

9. If all moisture is extracted from foods, they will keep

___ a. about 1 year
b. about 2 years
c. about 3 years
d. indefinitely

10. when using a dishwashing machine, the final rinse should be set to

___ a. 140-160 degrees F
b. 160-180 degrees F
c. 180-190 degrees F
d. 190-220 degrees F

PERFORMANCE TEST

11. Given a dishwashing machine, detergent, soiled dishes, utensils, and cleaning materials; operate the diswasher and wash the dishes, glasses, and utensils by established procedures. The dishwashing machine operation must be according to manufacturer's instructions, and the minimum temperatures established for proper sanitation must be met.

NOTE: Checklists that accompany Unit 4.0 may be used as tests.

Unit 4.0 - Sanitation and Personal Hygiene

Answer Sheet

1. d
2. c
3. a
4. a
5. c
6. b
7. a
8. d
9. d
10. c
11. Performance test

UNIT 5.0 - PRINCIPLES OF FOOD PREPARATION

OUTCOME-REFERENCED TESTS

MATCHING

Description

1. ___ cook in water 212°F. or 100°C
2. ___ cook quickly by direct heat or flame
3. ___ moist cooking above boiling point
4. ___ cook in liquid just below boiling point
5. ___ boil or simmer in covered container for along time
6. ___ similar to broil
7. ___ cook in uncovered pan in oven
8. ___ cook meat in oven by dry heat
9. ___ brown in hot fat, then simmer slowly in small amount of liquid
10. ___ cook in small amount of fat until done

Cooking Methods

a. back
b. boil
c. braise
d. broil
e. fry
f. grill
g. roast
h. steam
i. stew
j. poach

Food Items

11. ___ eggs, shrimp, potatoes
12. ___ prime ribs of beef
13. ___ meats, poultry, vegetables, cereals
14. ___ pot roast, Swiss steak
15. ___ eggs, fish
16. ___ steaks, chops, fish fillets

Cooking Methods

a. braise
b. broil
c. fry
d. roast
e. steam
f. poach

Cooking Method	**Type of Heat**
17. ___ stewing	a. dry heat
18. ___ steaming	b. moist heat
19. ___ roasting	
20. ___ braising	
21. ___ broiling	
22. ___ boiling	
23. ___ frying	
24. ___ poaching	

Food Items	**Uses of Eggs**
25. ___ puddings, sauces	a. leavening
26. ___ cutlets, fillets	b. coating
27. ___ souffle, meringue	c. emulsifier
28. ___ mayonnaise	d. thickener

Examples	**Types of Soup**
29. ___ creamed vegetable soup	a. thin
30. ___ consomme	b. thick
31. ___ bouillon	c. special
32. ___ borscht	d. cold
33. ___ New England clam chowder	
34. ___ jellied consomme	
35. ___ vichysoisse	
36. ___ vegetable	
37. ___ minestrone	
38. ___ bisque	

It is recommended that the instructor consider using Addendums A and B, pages 78 - 82, in Unit 5.0 as check lists to rate student performance.

KNOWLEDGE TEST

39. Distinguish between (a) dry heat, (b) moist heat, and (c) sauteing or frying from examples provided by the instructor (written or actual descriptions).

PERFORMANCE TEST

40. Demonstrate proper steps and procedures for

    a. baking
    b. braising
    c. steaming
    d. cooking in liquid
    e. sauteing
    f. grilling
    g. frying

NOTE: Performance testing may be accomplished over the two year secondary level training period.

Unit 5.0 - Principles of Food Preparation

Answer Sheet

1. b
2. d
3. h
4. j
5. i
6. f
7. a
8. g
9. c
10. e
11. c
12. d
13. e
14. a
15. f
16. b
17. b
18. b
19. a
20. b
21. a
22. b
23. a
24. b
25. d
26. b
27. a
28. c
29. b
30. a
31. a
32. d
33. c
34. d
35. d
36. a
37. c
38. b
39. Knowledge test
40. Performance test

UNIT 6.0 - TERMINOLOGY IN FOOD PREPARATION AND SERVICE

OUTCOME-REFERENCED TESTS

TRUE-FALSE

1. ___ To cook by exposure to direct heat on a grill or live coals is to brown.
2. ___ To parboil is to cook in a small amount of fat.
3. ___ To simmer in a small amount of liquid is to stew.
4. ___ Typically, when simmering at a temperature of about 185 degrees F., bubbles form slowly and break below the surface.
5. ___ To heat to a temperature just below the boiling point is to poach.
6. ___ To cook slowly in a covered utensil in a small amount of liquid or steam is to boil.
7. ___ To melt is to liquify by heat.
8. ___ To stir is to fold ingredients by slow mixing.
9. ___ To grill is to cook by direct heat.
10. ___ To steep is to let the ingredients stand in liquid below the boiling point in order to bring out flavor, color, and other qualities.

MATCHING

11. ___ To cut into pieces of uniformed size.
12. ___ To cut or chop into very small pieces.
13. ___ To cut or chop into matchstick size pieces.
14. ___ To remove the seeds and the core of a fruit.
15. ___ To cut off the outside covering, using a knife.
16. ___ To pack food material firmly down in the measuring cup.
17. ___ To thoroughly combine two or more ingredients.

Unit 6.0 - Terminology in Food Preparation and Service (Con't.)

18. ___ Pressing, folding, and stretching the air out of dough and making it smooth.

19. ___ To make light by an agent, such as yeast or baking powder.

20. ___ To gently combine two ingredients using an up and over motion with a spoon.

a. core
b. cube
c. cut
d. dice
e. grate
f. julienne
g. mince
h. pare
i. peel
j. pit
k. shred

l. pack
m. level
n. beat
o. blend
p. cream
q. fold
r. knead
s. leaven
t. mix
u. toss
v. whip

Unit 6.0 - Terminology in Food Preparation and Service

Answer Sheet

1. false (broil)
2. false (pan-fry)
3. true
4. true
5. false (scald)
6. false (braise)
7. true
8. false
9. true
10. true
11. b
12. g
13. f
14. a
15. h
16. l
17. o
18. r
19. s
20. q

UNIT 7.0 - STANDARDIZED RECIPES

OUTCOME-REFERENCED TESTS

TRUE-FALSE

1. ___ A liquid measuring cup typically is marked at 1/4, 1/3, 1/2, 2/3, 3/4, and one cup.
2. ___ A solid or dry ingredient measuring [illegible] typically is measured at 1/4, 1/3, 1/2, and one cup.
3. ___ In measuring, 1/4 cup is equal to 4 tablespoons.
4. ___ In measuring, 3 teaspoons are equal to 1 tablespoon.
5. ___ In measuring, 1 cup is equal to 1/4 pint or 4 ounces.
6. ___ The common abbreviation for a teaspoon is (T).
7. ___ One quart of liquid ingredients would be equal to about 16 teaspoons of ingredients.
9. ___ A 6 ounce ladle is equal to approximately 3/4 of a cup.
10. ___ The beam that runs horizontal across the front of the baker's scale is graduated in 1/4 ounce divisions.

UNIT 7.0 - STANDARDIZED RECIPES

OUTCOME-REFERENCED TESTS

Task 7.03

1. Given a standard recipe, convert the recipe to (a) a larger product and (b) to a small product as specified by the instructor. Conversion must be to the correct amount and unit of measure with 100 per cent accuracy.

   (Convert a recipe to provide the standardized servings. Then convert a recipe to provide half the standardized servings.)

2. The following recipe for Braised Stuffed Breast of Lamb is for a serving of 24 persons. Convert the recipe ingredients to serve a group of 60 persons.

   Ingredients: Yield 24 servings

4	5 lbs. breasts of lamb (20 lbs.) trimmed
5	lbs boneless lamb shoulder cut into strips
1½	lbs. dry bread cubes
1	qt. milk
8	ozs. onions, minced
6	ozs. celery, minced
8	ozs. bread crumbs
6	egg yolks
8	ozs. butter
½	oz. sage
6	ozs. shortening
4	ozs. flour
2	qts. brown stock
	salt and pepper to taste

Unit 7.0 - Standardized Recipes

Answer Sheet

1. true
2. true
3. true
4. true
5. false (8 oz.)
6. false (t.)
7. false (4)
8. false (16 tablespoons or 48 teaspoons)
9. true
10. true

Task 7.03

1. Knowledge test
2. Knowledge test

UNIT 8.0 - EQUIPMENT

OUTCOME-REFERENCED TESTS

NOTE : Proficiency testing of the proper use and care of equipment may be conducted during the entire two years of secondary Food Service training.

Performance testing is recommended with the instructor using checklists and rating scales to record the competency levels demonstrated.

The minimum list of equipment the student is expected to demonstrate competency in using is included in Unit 8.0. Where equipment is not available in the training program, it should be omitted.

Student ______________________________ Date ____________________

Unit 9.0 - Utensils

On the following drawings of kitchen implements and utensils, identify the number of items with the proper food service terminology by filling in blanks on this answer sheet or matching given answers to the numbered items (as directed by your instructor).

9.01 A

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________
9. ______________
10. ______________
11. ______________
12. ______________
13. ______________
14. ______________

9.01 B

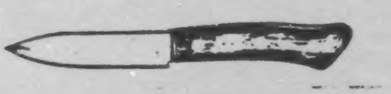
1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________

9.01 C

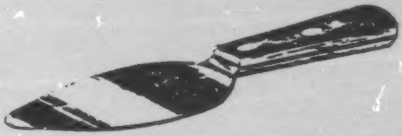
1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________
9. ______________
10. ______________
11. ______________
12. ______________

1.

2.



3.



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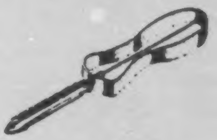
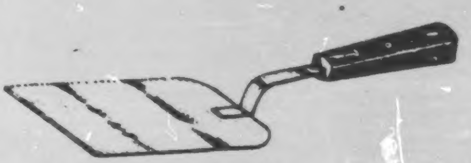


5.



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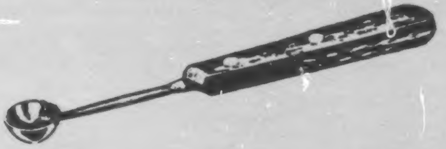
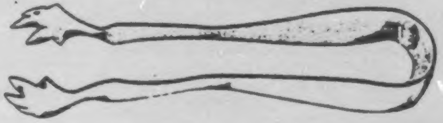


7.



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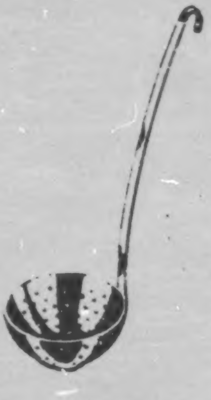

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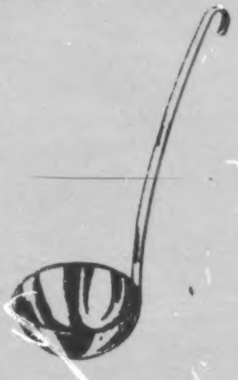
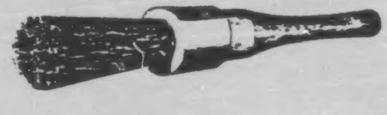
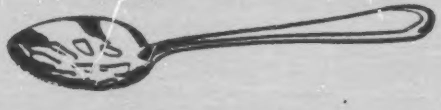


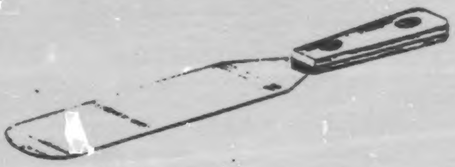
10.



11.



12.



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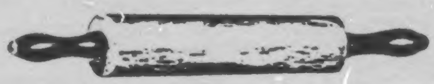

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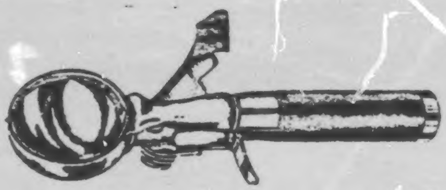

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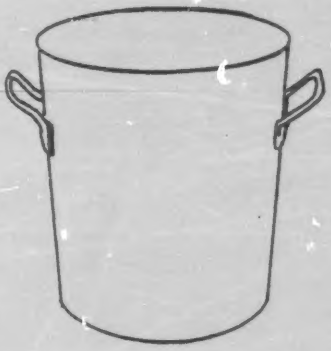

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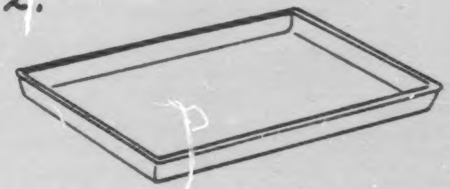

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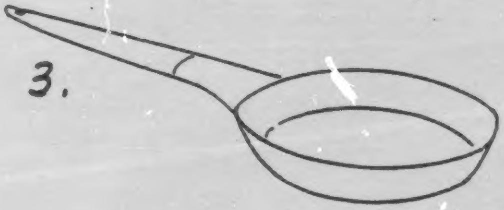

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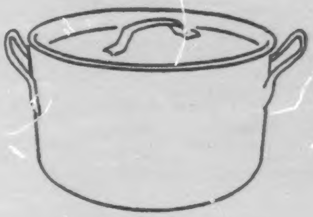

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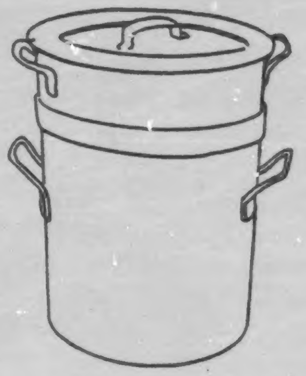

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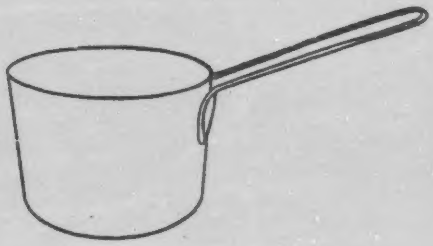

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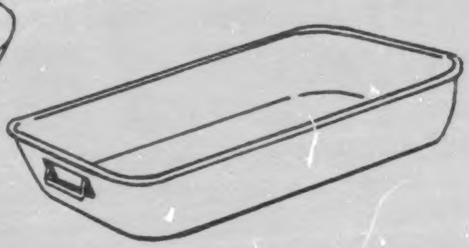

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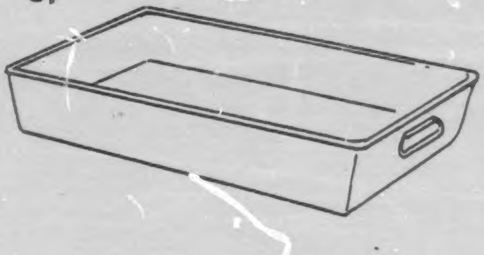

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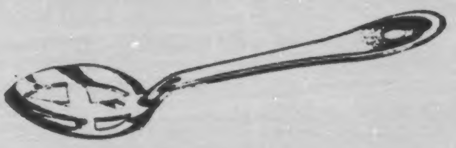

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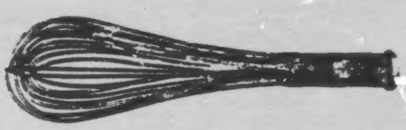

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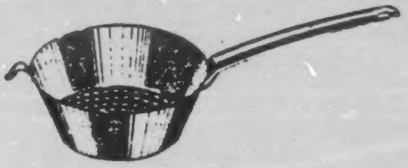

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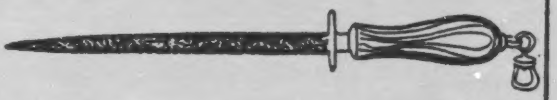

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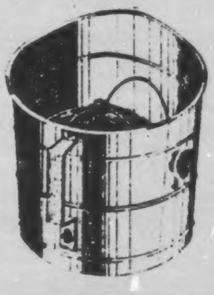

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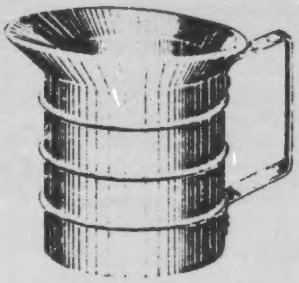

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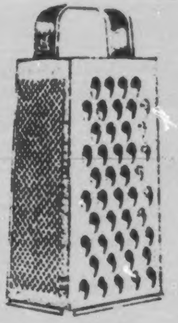

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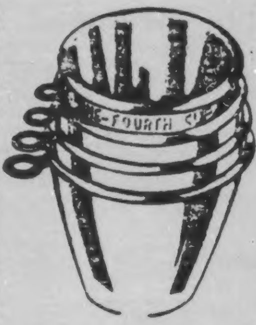

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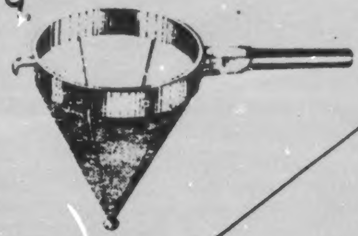

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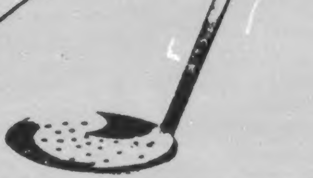

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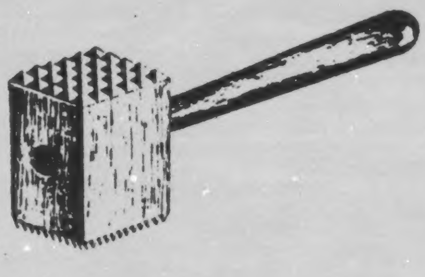

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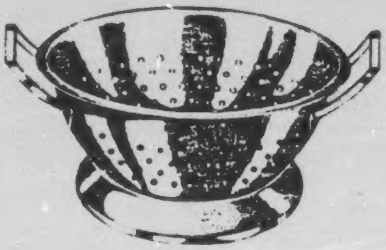

Unit 9.0 - Utensils

Answer Sheet

9.01 A

1. French knife
2. Paring knife
3. Pie server
4. Vegetable peeler
5. Turner
6. Thongs
7. Scoop, melon
8. Ladle, solid
9. Ladle, perforated
10. Brush
11. Spoon, slotted
12. Spatula, flat
13. Rolling pin
14. Scoop, ice cream

9.01 B

1. Stock pot
2. Sheet pan
3. Skillet or pan
4. Braiser
5. Double Broiler
6. Sauce pan
7. Bake pan
8. Pastry pan

9.01 C

1. Slotted spoon
2. Wire whip, piano
3. Strainer
4. Butcher's steel
5. Sifter
6. Measures (Measuring cup)
7. Box grater
8. Measuring cup set
9. China cap
10. Skimmer
11. Meat tenderizer, hand
12. Colander

The "Checklist for Using Cutlery" may be used to aid in the performance rating in the use of cutting utensils.

UNIT 10.0 - FOOD PREPARATION SHORT ORDER, FAST FOODS, PANTRY, AND CATERING

OUTCOME-REFERENCED TESTS

TRUE-FALSE (If the statement is false, supply the appropriate term (word) to make the statement correct.)

1. ___ ________ Salads may be served as an appetizer or accompaniment to other foods.
2. ___ ________ Salads (all) can be defined best as a blend of fresh ingredients, served with a dressing.
3. ___ ________ The rule to follow when serving a salad is: Light salad, heavy entree and heavy salad, light entree.
4. ___ ________ Any successful salad will contain a base, body, sauce, and garnish.
5. ___ ________ Romaine lettuce has a fairly strong flavor.
6. ___ ________ The most popular salad green is called iceburg lettuce.
7. ___ ________ Escarole lettuce is very similar to chicory lettuce in flavor.
8. ___ ________ In most cases, when one is consuming a salad, the first flavor or taste the palate will sense is that of the body.
9. ___ ________ When preparing cole slaw, mince the cabbage.
10. ___ ________ Thousand Island dressing is considered to be a sweet dressing.
11. ___ ________ The purpose of the appetizer is to satisfy the appetite.
12. ___ An appetizer should possess many of the same characteristics found in a dessert.
13. ___ ________ Cocktails must be served well garnished.
14. ___ ________ Hors d'oeuvres consist of a fairly small portion of highly seasoned food.

Unit 10.0 - Food Preparation Short Order, Fast Foods, Pantry, and Catering (Con't.)

15. ___ ________ Canapes are know as finger foods.

16. ___ ________ Canapes are prepared properly by slicing the bread crosswise for faster production.

17. ___ ________ Relishes must be served fresh and crisp.

18. ___ ________ In making canapes, you should toast the bread for best results.

19. ___ ________ The final touch for an attractive canape is the cutting.

20. ___ ________ When arranging a salad or appetizer platter, neatness should be of most concern.

COMPLETION

21. Coffee grinds that are purchases in stores are usually regular, ______________, or drip.

22. The process by which tea is brewed is called ______________.

23. Tea should be served within ___________minutes after is has been brewed.

24. Concentrated frozed fruit juices should be kept at a temperature of ______________ or lower.

25. When kept in a refrigerator, fresh milk stays stable about ___________- days.

UNIT 10.0 - FOOD PREPARATION SHORT ORDER, FAST FOODS PANTRY, AND CATERING

OUTCOME-REFERENCED TESTS

Task 10.09 - Sandwiches

TRUE-FALSE (If the item is false, supply the appropriate food service term (word) to make the item read correct.)

1. ___ ________ A club sandwich is a multiple-decker sandwich.

2. ___ ________ When preparing a rolled sandwich, the bread should be placed on a damp towel.

3. ___ ________ Mayonnaise is considered a sandwich spread.

4. ___ ________ Chicken-salad spread is considered an ingredient for a dry sandwich.

5. ___ ________ Dry sandwiches should never be frozen.

6. ___ ________ Sodium nitrate is an additive in breads to retard spoilage.

7. ___ ________ Melted butter is less desirable as a sandwich spread than margarine.

8. ___ ________ Tuna fish sandwiches are attractive if garnished with an olive or pickle.

9. ___ ________ A tomato, lettuce, and bacon club sandwich on white bread is considered a hot sandwich.

10. ___ ________ Roast beef on one slice of bread with gravy can be called an open-face sandwich.

UNIT 10.0 - FOOD PREPARATION SHORT ORDER, FAST FOODS, PANTRY, AND CATERING

OUTCOME-REFERENCED TESTS

PERFORMANCE TESTS

Task 10.01 The "Beverage Rating Checklist" may be used to rate performance in preparing beverages.

Given a teapot, cups, tea bags, boiling water, and a thermometer; brew tea and serve it so there is no leaf sediment present. (Instructor may require tea to be brewed using loose tea or commercial tea bags. Tea must not be bitter or served either hot or cold.

Given a percolator, drip coffee maker, and one jar of instant coffee, fresh coffee ingredients, and necessary supplies; brew the coffees, following the directions on the labels. Test the flavor and aroma, neither watery, bitter in flavor, must have few, if any, coffee grounds present, and must be served at a suitable temperature and be pleasing to taste.

Task 10.03 The "Checklists for Salad Preparation" may be used to rate performance in salad preparation.

Task 10.05 Using a standardized recipe, supplies and equipment provided; prepare one each of the following types of dressings: (a) French, (b) mayonnaise, and (c) cooked.

A checklist will be used to rate performance and all items must be marked "yes."

(NOTE: Instructor may elect to select a type of dressing for the student to demonstrate proficiency if training materials do not allow performance in all three areas.)

PERFORMANCE TEST (Con't.)

Task 10.09	Using given ingredients and necessary materials; prepare cold, toasted, and grilled sandwiches that are standard in appearance. Performance and product will be rated by a checklist and all applicable items must be rated "acceptable." Products must be prepared in a time stipulated by the instructor. (See "Sandwich Checklist" accompanying Task 10.09B.)
Task 10.11	Using given supplies, equipment, and ingredients; cook two fruits or vegetables selected by the instructor by deep fat frying. The fried vegetables or fruits must be crisp in texture, evenly browned, and must not be greasy to the touch. The procedures followed and the finish product must meet the instructor's standards.
Task 10.12	Using given supplies, equipment, and ingredients; cook a minimum of one fish or poultry by deep fat frying. The fried fish or poultry must be crisp in texture, evenly browned, and must not be greasy to the touch (minimum fat absorption). The procedures followed and the finished product must meet the instructor's standards.

NOTE: The Rating Guide for Food Preparation Laboratory which follows Unit 10.0 may be used to evaluate student performance in Unit 10.0, or in units which follow. The rating guide may be used repeatedly as necessary.

Unit 10.0 - Food Preparation Short Order, Fast Foods, Pantry and Catering

Answer Sheet

1. false (entree)
2. false (cold)
3. true
4. false (dressing)
5. false (mild)
6. true
7. true
8. false (dressing)
9. false (shred)
10. true
11. false (stimulate)
12. false (salad)
13. false (chilled)
14. true
15. true
16. false (lengthwise)
17. false (chilled)
18. true
19. false (garnishing)
20. false (color)
21.
22.
23.
24.
25.

Answer Sheet

Task 10.09 - Sandwiches

1. true
2. true
3. true
4. true
5. true
6. false (calcium propionate)
7. true
8. true
9. false
10. true

UNIT 11.0 - JOB DUTIES IN FOOD SERVICE

OUTCOME-REFERENCED TESTS

Task 11.01 - MATCHING

Distinguish between "Front of the House" and "Back of the House" duties in food service by matching the descriptions with the appropriate area.

Descriptions

1. ___ Bus Dishes
2. ___ Makes coffee
3. ___ Reads recipe
4. ___ Cleans and sanitizes pots and pans
5. ___ Garnishes food displays
6. ___ Receives and stores supplies
7. ___ Prepares sandwiches
8. ___ Greets customers
9. ___ Figures fractions for doubling a recipe or cutting it in half
10. ___ Prepares dishes for dishwashing machine

Area

a. Front of the House

b. Back of the House

UNIT 11.0 - JOB DUTIES IN FOOD SERVICE

OUTCOME-REFERENCED TESTS

Task 11.03 - PERFORMANCE TEST

Perform the duties of waiter/waitress to the standards of the instructor and according to the job description provided by the instructor. Procedures and performance will be rated by "Proficiency Report" scale provided to instructor (included in guide).

Task 11.04 - PERFORMANCE TEST

Demonstrate acceptable performance in the duties of counter service worker according to the job description provided and the standards of the instructor. The "performance actions" may be used as a checklist to evaluate performance and rating should be based on the "Proficiency Report" scale provided to instructor (included in guide).

Task 11.07 - PERFORMANCE TEST

Based on a list of duties for the head cook (chef) provided by the instructor, perform the duties as directed by the instructor. A checklist (accompanies Task 11.07 will be used to rate performance and all items must be rated acceptable.

Task 11.08 - PERFORMANCE TEST

Perform the typical duties (outlines by the instructor) of food service workers according to given job descriptions meeting the instructor's standards:

a. Kitchen helper
b. Cook's helper
c. Pantry worker
d. Tray-line worker

NOTE: Task actions outlined may be used as minimum standards of performance.

Unit 11.0 - Job Duties in Food Service

Answer Sheet

1. a
2. a
3. b
4. b
5. a
6. b
7. b
8. a
9. b
10. b

UNIT 12.0 - MENU PLANNING

OUTCOME-REFERENCED TESTS

COMPLETION

1. Name the "ten leader" nutrients in the spaces provided:

    1.
    2.
    3.
    4.
    5.
    6.
    7.
    8.
    9.
    10.

2. Three of the "leaders" that supply energy are:

    1.
    2.
    3.

3. Carbohydrates may be classed as:

    1.
    2.

4. Bread, potatoes, bananas, sugars and jellies represent which category of nutrients?

5. Name the four food groups:

    1.
    2.
    3.
    4.

UNIT 12.0 - MENU PLANNING

OUTCOME-REFERENCED TESTS

Task 12.01

Convert the following recipes as indicated:

1. Meat Loaf (50 servings) Desired servings (30)

Bread	1	lb.	
Milk	3	C	
Onion, chopped	1	C	
Celery, chopped	1	C	
Ground Beef	8	lbs	
Salt	1½	Tbsp.	
Sauce, Spice	2	Tbsp.	
Parsley, chopped	¼	C	
Eggs	7		

2. Spanish Rice (8 servings) Desired servings (32)

Rice	1	C	
Cheese, grated	½	C	
Green pepper chopped	½	C	
Pimento, chopped	¼	C	
Onion, chopped	¼	C	
Tomato sauce	1 ea. 2½ can		
Salt	2	tsp.	

UNIT 12.0 - MENU PLANNING

OUTCOME-REFERENCED TESTS

Task 12.02 - TRUE/FALSE

If the item is false, supply the appropriate term so the item is correct.

1. ___ ________ One cup of applesauce has more calories than one cup of nuts (peanuts).

2. ___ ________ Iodine regulates the metabolism of the body.

3. ___ ________ A protein is a basic food nutrient.

4. ___ ________ A calorie is a measure of heat and energy.

5. ___ ________ Milk is a better source of Vitamin C than grapefruit.

PERFORMANCE TEST

Plan two menus using given information for hypothetical or real situations selected by the instructor. A checklist will be used to rate performance and all items must receive an acceptable rating.

NOTE: See "Checklist" accompanying Task 12.02.

UNIT 12.0 - MENU PLANNING

OUTCOME-REFERENCED TESTS

Task 12.03 - PERFORMANCE TEST

Plan one each (minimum) satisfactory (to instructor's standards and meeting 12.02 checklist) menus of the following types using given information and materials. Situations may be hypothetical or real.

a. Short order
b. Breakfast
c. Luncheon
d. Dinner
e. Buffet
f. 7-Day

Task 12.04 - PERFORMANCE TEST

Plan a minimum of one each special diet menu (such as salt free) as specified by the instructor using information and materials supplied by the instructor. The special diet menu must meet the instructor's standards.

UNIT 12.0 - MENU PLANNING

OUTCOME-REFERENCED TESTS

Task 12.07 - Compute Prices of Food Products

MATHEMATICS: Based on the information given, compute the selling price of the food, rounding your answer to the nearest tenth. Answers must be 100 percent correct.

1. Food costs: $2.60
   Mark up: 60%
   Sales Price: $____

2. Food costs: $3.17
   Mark up: 73%
   Sales price: $____

3. Given the cost of ingredients to prepare a meal, (a) calculate the cost of each item per serving, (b) given the profit margin desired, calculate the cost per packaged serving.

Unit 12.0 - Menu Planning

Answer Sheet

1.
    1. iron
    2. calcium
    3. vitamin A
    4. vitamin B
    5. vitamin C
    6. protein
    7. carbonhydrates
    8. fat
    9. vitamin D
    10. riboflavin

2.
    1. proteins
    2. fat
    3. carbonhydrates

3.
    1. starches
    2. sugars

4. carbonhydrates

5.
    1. dairy
    2. meat
    3. vegetables, fruits
    4. bread and cereals

Task 12.01

1. 9.6 oz.
   1 3/4 C + 1 T
   2/3 C
   2/3 C
   4 3/4 lbs.
   1 Tbsp.
   1 1/2 Tbsp.
   2 1/2 Tbsp.
   5

2. 4 C
   2 C
   2 C
   1 C
   1 C
   4 ea. 2 1/2 cans
   1 Tbsp + 1 tsp.

Unit 12.0 - Menu Planning (Con't.)

Answer Sheet

Task 12.02

1. false (less) (230 vs 840)
2. true
3. true
4. true
5. false (poorer)

Task 12.07

1. $4.20
2. $5.50

UNIT 13.0 - PLANNING, ORGANIZING, SCHEDULING PERFORMANCE

OUTCOME-REFERENCED TESTS

Task 13.01 - PERFORMANCE TEST

Plan and organize overall operational functions, as required by instructor, for all work in one kitchen for a given situation to the instructor's standards. Performance will be evaluated by a checklist and all items must be rated acceptable.

(See "checklist for Planning and Organizing Kitchen Functions" which accompanies Task 13.01.)

Task 13.02 - PERFORMANCE TEST

Using instructor provided information and situation, plan food production per customer order, per day, or per week (as required). Performance must meet instructor's standards.

Task 13.03 - PERFORMANCE TEST

Using a menu and recipes furnished by the instructor, plan a schedule for cooking all items listed on the menu so that all foods can be served at the same time, at the proper temperatures, etc. Performance must be to the instructor's standards. A "Schedule of Food Preparation/Work" may be furnished by the instructor to guide planning.

UNIT 14.0 - PREPARATION FOR AND SERVING OF FOODS

OUTCOME-REFERENCED TESTS

Task 14.01 - DEMONSTRATION

For a situation described by the instructor, using table service items provided; set a table service appropriate to the situation and to meet instructor's standards. At a minimum, correctly place the dinner steak, and butter knives; dinner, salad, dessert and other forks; tea, soup, etc., spoons; water, juice, and ice tea glasses; dinner, salad, dessert, and bread-butter plates.

Task 14.02 - DEMONSTRATION

Using containers and condiments provided and necessary supplies, etc., fill two different types of containers with different condiments. Performance must be to instructor's standards.

Task 14.03 - DEMONSTRATION

Using containers, ice and beverage provided by the instructor; fill containers with ice and pour beverage to a standard acceptable in local food service restaurants as interpreted by the instructor. Performance will be either acceptable or unacceptable.

Task 14.05 - DEMONSTRATION

Using information, equipment, utensils, or measuring tools, and food provided by the instructor; portion food by weight, measure, and sight to meet the instructor's standards. Performance will be either acceptable or unacceptable.

Task 14.06 - DEMONSTRATION

Using supplies, equipment, meats and cold cuts provided; slice each meat and cold cut by hand according to the instructor's directions. Meats and cold cuts must be sliced to designated thickness and be of good appearance as judged by the instructor.

Unit 14.0 - Preparation for and Serving of Foods (Con't.)

Task 14.08 - DEMONSTRATION

Dish given dessert using materials and information provided by the instructor so that the portions are correct to retain good form and appearance and to result in the desired number of servings. Performance must meet the instructor's standards.

Task 14.09 - DEMONSTRATION

Using instructions, equipment, and food items provided; cut one cake and one pie as directed by the instructor (instructor will specify number of servings). All items on a performance checklist must be rated acceptable.

Task 14.10 - DEMONSTRATION

Place one precut cake and pie slice on a plate provided by the instructor so that the displayed food is in the center of the dish in a neat manner. Performance will be judged by the instructor as acceptable or unacceptable.

Task 14.11 - DEMONSTRATION

For a simulated or real situation, prepare a cafeteria style service line and serve at the steam table, salad counter, and dessert counter using given equipment, supplies, and materials in a manner meeting the instructor's standards. At a minimum, demonstrate the Performance Actions outlined in Task 14.11 and on a "Checklist for Arrange Food for Service and Serve" all items must be rated acceptable.

Task 14.12 - DEMONSTRATION

For a simulated or real situation, set up a buffet table that meets the criteria outlined in Task 14.12 using information, materials, supplies, and foods provided by the instructor. Performance will be rated by a checklist and all applicable items must be rated acceptable.

Instructor may use "Checklist for Catering Service", "Rating Sheet for Catered Event", and "Checklist for Evaluating Floral Arrangements in Catered Events" to describe student proficiency. A performance (problem) test accompanies the catering option to Task 14.12.

Unit 14.0 - Preparation for and Serving of Foods (Con't.)

Task 14.13 - DEMONSTRATION

For a real simulated situation, using information, and all necessary silverware, etc.; arrange a minimum of one place setting/cover selected by the instructor. A checklist will be used to evaluate performance and the rating will be either acceptable or unacceptable. If the student must repeat the performance test, different services to demonstrate should be selected by the instructor.

Task 14.14 - DEMONSTRATION

Prepare typical restaurant table service using given information and necessary utensils, supplies, and equipment. The instructor's standards must be met and all items on a "checklist" must be rated acceptable.

Tasks 14.15 - 14.19 - Demonstration

For a real or simulated situation, using instructor supplied information, materials, etc.; greet and serve customer(s) according to "Performance Actions" outlined in Tasks 14.15 - 14.19. Meet instructor's standards. Performance will be rated acceptable or unacceptable.

Unit 14.0 - SUMMARY CHECKLIST

Instructor may use the "Service Evaluation Checklist" to rate and evaluate the service performance of food service students. The "checklist" may be used repeatedly during the training period to help evaluate student performance. (See checklist preceding test).

UNIT 15.0 - FOOD PREPARATION - PRE-PREPARATION

OUTCOME-REFERENCED TESTS

Task 15.01 - DEMONSTRATION

Prepare foods by the following methods: Slice, chop, dice, mince, puree', julienne, grind, grate, shread, and score. Using information, foods, and supplies provided by the instructor; demonstrate the proper techniques of preparation which will be acceptable or unacceptable to the instructor.

NOTE: Performance may be tested also in related task areas such as utensils and preparation of foods.

UNIT 15.0 - FOOD PREPARATION - PRE-PREPARATION

OUTCOME-REFERENCED TESTS

Task 15.04 - TRUE/FALSE

1. ___ To tenderize meat by marinating, soak the meat in marinate sauce for the specified time.

2. ___ To tenderize meat by pressure cooking, place meat on rack, add liquid, place cover on cooker, set pressure control as appropriate and place cooker on slow heat until control oscillates, than reduce heat and start counting the cooking time.

3. ___ To prepare perishable foods for refrigeration, one would wash fowl thoroughly prior to refrigeration.

4. ___ In wrapping foods for baking, typically one would wrap the food in foil with the shiny side of the foil to the inside.

5. ___ To load oven racks for baking, slide pans, etc., in on racks and position the foods so that there is proper heat circulation.

Unit 15.0 - Food Preparation - Pre-preparation

Answer Sheet

Task 15.04

1. false (first, cut into pieces)
2. false (start on high heat)
3. true
4. true
5. false (safety rule: Pull racks out partially)

UNIT 16.0 - SEASONING AND CONDIMENTS

OUTCOME-REFERENCED TESTS

TRUE/FALSE (If the item is false, supply the correct word or term so that the item is correct.)

1. ___ ______ Spices are more delicate in flavor and aroma than herbs.
2. ___ ______ Herbs and spices are used to disguise natural flavors.
3. ___ ______ Sage and rosemary are classified as mild herbs.
4. ___ ______ When adding spices or herbs to an uncooked preparation, add just before serving.
5. ___ ______ To release the flavor of an herb, rub the herb in the palm of your hand.

Unit 16.0 - Seasoning and Condiments

Answer Sheet

1. false (pungent)
2. false (enhance)
3. false (strong)
4. false (hours)
5. true

UNIT 17.0 - FOOD PREPARATION - BREAKFAST

OUTCOME-REFERENCED TESTS

MULTIPLE CHOICE

1. The most important breakfast food item is:

___ a. pancakes
b. cereal
c. fruit
d. eggs

2. The most popular breakfast meat is:

___ a. beef
b. veal
c. pork
d. lamb

3. Eggs are graded according to:

___ a. size
b. color
c. quality
d. cleanliness

4. When frying eggs at too low a temperature, the eggs will:

___ a. stick to the pan
b. usually be overcooked
c. be greasy when served
d. have whites that spread too rapidly

5. Scrambled eggs are properly cooked when they are:

___ a. hard and brown
b. soft and fluffy
c. firm and dry
d. soft and runny

6. The proper Fahrenheit temperature for boiling eggs is:

___ a. 100 degrees
b. 145 degrees
c. 195 degrees
d. 240 degrees

DEMONSTRATION

Using a menu, foods, and all necessary ingredients, supplies, and equipment provided by the instructor; prepare breakfast foods as specified by the instructor. The breakfast foods must be prepared according to menu, by the proper techniques of cooking, and the foods must be free of excess grease, cooked as specified, properly portioned, and served. The instructor will rate the performance acceptable or unacceptable.

Unit 17.0 - Food Preparation - Breakfast

Answer Sheet

1. d
2. c
3. c
4. d
5. b
6. c

3

UNIT 18.0 - FOOD PREPARATION - VEGETABLES AND FRUITS

OUTCOME-REFERENCED TESTS

MULTIPLE CHOICE

1. In rice preparation, the ratio of water to rice should be:

___ a. 2 to 1
b. 3 to 1
c. 4 to 1
d. 5 to 1

2. The proper cooking temperature for cooking fresh vegetables is:

___ a. 195 degrees F
b. 212 degrees F
c. 300 degrees F
d. 325 degrees F

3. For proper cooking, fresh vegetables should be cut:

___ a. in small pieces
b. in large pieces
c. uniformly
d. diagonally

4. The best way to cook dry legumes is by:

___ a. boiling
b. steaming
c. stewing
d. simmering

5. French fried potatoes are blanched at a Fahrenheit temperature of:

___ a. 300 degrees
b. 325 degrees
c. 350 degrees
d. 375 degrees

UNIT 18.0 - FOOD PREPARATION - VEGETABLES AND FRUITS

OUTCOME-REFERENCED TESTS

Task 18.06 - DEMONSTRATION

Cook given vegetables by boiling, simmering, and steaming; using equipment, supplies, vegetables, and instructions provided by the instructor. All items on a checklist used to rate performance should be rated acceptable.

Task 18.07 - DEMONSTRATION

Using equipment, supplies, fruit, and recipes supplied by the instructor; prepare one fruit each by boiling, simmering, and steaming. The cooked fruits must maintain good color, flavor, and aroma with firm, moist, and tender texture as judged by the instructor.

Task 18.08 - DEMONSTRATION

Using vegetables and fruits, necessary equipment, and standardized recipes provided by the instructor; prepare vegetables and fruits by broiling. The fruits must possess good color, aroma, flavor, texture, and appearance. Broiled vegetables must possess a good exterior appearance; be cut to correct size; have good, even color; and be bright, fresh-looking, and moist. The texture should be tender and slightly crisp, not woody or rough. The flavor should be pleasant, no raw, strong, or burned. Performance will be judged by the instructor and all the above characteristics must be rated acceptable.

Task 18.09 - DEMONSTRATION

Using provided equipment, ingredients, supplies, recipes, and fruits, and vegetables; prepare two fruits and vegetables each by deep fat frying. Performance will be judged by the instructor. The fried foods should be firm, relatively free of fat, of good color, and taste fresh.

Task 18.10 - DEMONSTRATION

Prepare two fruits or vegetables by glazing using recipes, equipment, supplies, and foods provided by the instructor. The glaze must be of smooth, clear texture, and the dish must possess good color and flavor, as judged by the instructor.

Task 18.11 - DEMONSTRATION

Prepare two vegetable dishes by sauteing using recipes, equipment, supplies, ingredients, and vegetables provided by the instructor. The products should be golden brown in color, free of excess fat, and should have a good, firm texture. The instructor will rate the performance.

Unit 18.0 - Food Preparation - Vegetables and Fruits

Answer Sheet

1. a
2. b
3. c
4. d
5. b

UNIT 19.0 - FOOD PREPARATION - USING CHEESE, EGGS, AND MILK

OUTCOME-REFERENCED TESTS

MULTIPLE CHOICE

1. All cheese can be classified in ___ groups:

___ a. two
b. three
c. four
d. five

2. When preparing Cheese Cake, the best cheese to use is:

___ a. Cream
b. Baker's
c. Cottage
d. Cheddar

3. The most commonly used variety of cheese in the U.S. is:

___ a. Blue
b. Brick
c. Cheddar
d. Swiss

4. The cheese normally used in the preparation of pizza is:

___ a. Gouda
b. Neufchatle
c. Camembert
d. Mozzarella

5. The blue-green cheese most often used in salad dressing is called:

___ a. Raquefort
b. Blue
c. Stilton
d. Gorgonzola

COMPLETION

6. The ________________ of an egg contains the largest percentage of protein.

7. In the preparation of beef consomme, eggs are used to ____________.

DEMONSTRATION

Prepare foods with cheese to include one dessert or salad and one meat dish which may be pizza following instructions using ingredients, supplies, and equipment provided by the instructor. A checklist may be used to help rate the prepared foods.

Unit 19.0 - Food Preparation - Using Cheese, Eggs, and Milk

Answer Sheet

1. b
2. b
3. c
4. d
5. a
6. white
7. clarify

UNIT 20.0 - FOOD PREPARATION - STOCKS, ROUX, SOUP, AND SAUCES

OUTCOME-REFERENCED TESTS

COMPLETION

1. The main purpose of any sauce is to enhance the flavor, appearance, and ______________ of food.

2. ______________ is a clean, rich liquid that is made usually from beef.

3. Stocks require a ______________ preparation time.
   (long/short)

4. White sauce should be cooked with ________________ heat and stirred often.

5. ______________ heat is used to cook thick gravy.

6. The difference in a plain roux and a french roux is the type of ___________________ used.

7. A roux is a mixture of _____________ and ____________.

TRUE/FALSE

1. ___ Skimming fat and scum from the surface of a stock will produce a richer stock.

2. ___ Soup stock should be refrigerated and fat removed before it is clarified.

3. ___ Chicken can be used as a base for a stock.

4. ___ All types of stock are brown in appearance.

5. ___ Stock should be used immediately after it is prepared.

6. ___ Salt is not used in making a stock.

7. ___ The rule to follow when serving soup is: Light entree, heavy soup; heavy entree, thin soup.

8. ___ Raw starch should be mixed with hot water before being used to thicken sauce.

9. ___ Soup should be the first item placed on the range during the morning preparation.

10. ___ Cornstarch is used extensively for thickening sweet sauces.

LISTING

1. Soups are classified into the following four types:

   1. ____________________

   2. ____________________

   3. ____________________

   4. ____________________

MULTIPLE CHOICE

1. Stock should be simmered for at least:

   ___ a. 3 hours
   b. 4 hours
   c. 5 hours
   d. 6 hours

2. A plain roux is made by blending together:

   ___ a. flour and water
   b. flour and shortening
   c. flour and milk
   d. cornstarch and water

3. Most Soups are served with some type of:

   ___ a. cheese
   b. bread
   c. garnish
   d. crackers

4. To add flavor in soup, the vegetable garnish should be:

   ___ a. braised
   b. fried
   c. sauted
   d. pan broiled

5. Which soup has the thickest consistency:

   ___ a. Consomme
   b. Bouillon
   c. Broth
   d. Puree

Unit 20.0 - Food Preparation - Stocks, Roux, Soup, and Sauces (Con't.)

6. The most frequently used of all sauces are the ones thickened with:

___ a. mayonnaise
b. butter
c. eggs
d. starch

7. Which food would take the longest to prepare:

___ a. pan gravy
b. fish stock
c. chili sauce
d. tartar sauce

8. A mixture of vegetables added to stock is called a:

___ a. raft
b. condiment
c. mirepoix
d. sachet bag

9. What is the easiest way to remove fat from stock:

___ a. allow to cool in refrigerator for 24 hours and remove fat
b. skim fat off stock while it is still lukewarm
c. siphon fat off stock as it boils
d. skim fat off stock as it simmers

PERFORMANCE TEST

1. Demonstrate preparation of a brown stock. Allow it to simmer (4-6 hours), cool, and refrigerate for future use.

2. Drain above stock and demonstrate clarifying it. Refrigerate clarified stock for future use.

3. Demonstrate preparation of roux. Place it in a covered container and put it aside for future use.

4. Prepare a spaghetti sauce according to given recipe and using furnished ingredients, supplies, and equipment.

UNIT 20.0 - FOOD PREPARATION - STOCKS, ROUX, SOUP, AND SAUCES

OUTCOME-REFERENCED TESTS

Task 20.02 - DEMONSTRATION

Prepare a sauce using information, recipe, ingredients, materials/equipment provided by the instructor. The finished sauces must be the specified degree of thickness, have a light sheen, be smooth and free of lumps, taste velvety, and have a delicate flavor with starch completely cooked. Brown sauces must be rich brown and velour sauces must be creamy color.

Task 20.03 - DEMONSTRATION

Prepare soup under each of the following categories: (a) thin, (b) thick, (c) special, and (d) cold. The soup must meet standards for commercial food service as represented by the instructor's judgement. Given recipe(s) must be followed and the hot or cold soup must have good taste. A "Checklist" may be used to rate performance in soup preparation and all items must be rated acceptable.

Unit 20.0 - Food Preparation - Stocks, Roux, Soup, and Sauces

Answer Sheet

Completion

1. richness
2. stock
3. long
4. low
5. low
6. shortening
7. flour and shortening

True/False

1. false
2. true
3. true
4. false
5. false
6. true
7. true
8. false
9. true
10. true

Listing

1. thick
2. thin
3. special
4. cold

Unit 20.0 - Food Preparation - Stocks, Roux, Soup, and Sauces

Answer Sheet (Con't.)

Multiple Choice

1. d
2. b
3. c
4. a
5. d
6. d
7. b
8. c
9. a

UNIT 21.0 - FOOD PREPARATION - MEAT, SEAFOOD, AND FOWL

OUTCOME-REFERENCED TESTS

MULTIPLE CHOICE

1. A 2-3 1/2 pound chicken is classified as a:

___ a. fryer
b. roaster
c. broiler
d. stewer

2. Which of the following fats would be the best choice for deep-fat frying chicken:

___ a. butter
b. margarine
c. vegetable oil
d. bacon fat

3. Which cooking method would be best for preparing meat for stew:

___ a. deep-fat frying
b. French frying
c. pan frying
d. sauteing

4. A broiled steak with pink center and red juices when sliced would be called:

___ a. raw
b. rare
c. medium
d. well done

5. Which steak would be the least desirable for broiling:

___ a. T-bone
b. filet mignon
c. Porterhouse
d. Round

6. The most suitable piece of meat for broiling is one that is:

___ a. well-heeled
b. well-marbled
c. well-breaded
d. well-frozen

7. Which of the following cooking methods would be used to completely cook pork chops in a small amount of fat:

___ a. braising
b. pan frying
c. deep-fat frying
d. blanching

8. In preparing a menu featuring pork, which of the following items typically would be chosen to accompany the pork:

___ a. onions
b. apples
c. cranberries
d. pineapple

9. Meat purchased ready to cook is called:

___ a. primal cuts
b. wholesale cuts
c. fabricated cuts
d. commercial cuts

10. The fat content in fish will determine the method of:

___ a. refrigeration
b. cutting
c. cooking
d. serving

11. The most popular shellfish is the:

___ a. shrimp
b. lobster
c. scollop
d. crab

12. Before storing fresh fish, always remove the:

___ a. head
b. entrails
c. fins
d. scales

13. Which one of the following would be the best complement for fish if a lemon were not available:

___ a. prune
b. lime slice
c. apple slice
d. orange slice

14. Poaching a fish means:

___ a. cooking it in a small amount of simmering liquid
b. steaming it in a large amount of boiling water
c. boiling it with a butter sauce
d. baking it over water in an oven

TRUE/FALSE

1. ___ Canadian bacon is the trimmed, pressed, smoked, and boneless loin.

2. ___ The most popular of all the lamb cuts is the leg.

3. ___ Lamb is the flesh of immature steers.

4. ___ The highest quality of beef is graded prime.

5. ___ Pork has a very high fat content.

6. ___ In total meat consumption in the U.S., pork is ranked third to beef.

7. ___ The sirloin cut of beef contains two different kinds of meat, sirloin and tenderloin.

8. ___ The small ribs of beef will produce delmonico steaks.

9. ___ In commercial food preparation, poultry is usually purchased in the fresh state.

10. ___ All poultry has excellent keeping qualities.

11. ___ Older poultry birds will produce best results when cooked by dry heat.

12. ___ Trimmed and cleaned poultry is referred to as trussed.

13. ___ Cornish hens differ from chickens because they contain all white meat.

Unit 21.0 - Food Preparation - Meat, Seafood, and Fowl (Con't.)

COMPLETION

1. Frozen poultry should be thawed at what temperature?______________

2. To keep the poultry carcass from coming into contact with the fat at the bottom of the pan, a ________________ is used.

3. A meat thermometer inserted into a chicken indicates that the poultry is done when the temperature reaches _____________.

4. The fat most often used in dressing is _______________.

5. _________________ are cooked separately from the bird.

6. Generally, poultry is purchased in the following two forms:

    1. ________________________

    2. ________________________

7. Fish are classed in the following two categories:

    1. ________________________

    2. ________________________

8. Uncooked shrimp is what color? ____________________

9. The proper temperature to oven-broiling fish is ______________F.

10. Shrimp should be boiled for ________________ minutes.

11. Veal beef is obtained from ___________________.

12. The most popular grade of meat is ________________.

13. A ________________-stone electric grinder should not be used to sharpen kitchen knives.

14. A boning knife ____________ inch(es) long is used by the chef.

15. Best quality beef and veal meat usually comes from the __________.

16. Pot roast is cooked by the ________________method.

17. Grilled meats should not be _______________until after cooking, because this ingredient has a tendency to draw out juices and prevents proper browning.

18. Five points which to observe when purchasing fresh fish are:

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

DEMONSTRATION

Using information, recipe(s), food products and ingredients, and materials/supplies/equipment; demonstrate the proper techniques of fish, poultry, or meat preparation and cook according to the method called for in the recipe. Proper procedures of food preparation must be demonstration, proper techniques of cooking must be followed, and the food product must be acceptable according to the standards outlined in the appropriate task of the Articulated Food Service Guide. The instuctor's standards will apply.

Unit 21.0 - Food Preparation - Meat, Seafood, and Fowl

Answer Sheet

Multiple Choice

1. a
2. c
3. d
4. c
5. d
6. b
7. b
8. b
9. c
10. c
11. a
12. b
13. d
14. a

True/False

1. true
2. false (rib)
3. false (sheep)
4. true
5. true
6. false (second)
7. true
8. true
9. true
10. false
11. false
12. false
13. true

Completion

1. low (450°)
2. rack
3. 190 F
4. dripplings (meat)
5. dressing
6. whole and cut up
7. freshwater and saltwater
8. gray
9. 450
10. 10 to 12
11. calves
12. choice
13. dry

Answer Sheet (Con't.)

14. 6
15. hindquarter
16. moist
17. salted
18. 1. eyes
    2. gills
    3. flesh
    4. scales
    5. odor

UNIT 22.0 - FOOD PREPARATION - DESSERTS

OUTCOME-REFERENCED TESTS

COMPLETION

1. The two basic groups of cakes are butter and ________________.
2. The most popular chemical leavening agent is ________________.
3. In cake mixing, sugar and ______________ should be blended first when using the creaming method of mixing.
4. The temperature of the shortening before creaming should be at least _____________________ degrees F.
5. If the baking temperature is too _________________, the cake will have a coarse and uneven grain or the crust may be pale and sticky.
6. Egg _______________ give more luster to flat cake icing.
7. __________________ cake icing is applied to the cake while the icing is still warm.
8. If cookie dough is undercreamed, the cookie structure will be ________________.
9. Baking pans should be allowed to ________________ between each baking operation.
10. Tough cookies may be caused by flour that is too ____________.
11. A _____________________ blender typically is used when hand mixing pie crust.
12. In mixing pie crusts, flour and shortening mix best at a temperature of about ____________ degrees F.
13. The meringue for chiffon pie fillings is prepared by _____________ egg whites and adding sugar.
14. Either flour or ________________ normally is used as a thickening agent for pie fillings.
15. A _______________ is used for lifting pie slices out of the pan.
16. Milk to be used in custards should be _________________ before it is added with other ingredients.
17. Bread puddings are popular with bakers because _____________ bread can be used.

18. Name two types of biscuits:

    1. ____________

    2. ____________

MULTIPLE CHOICE

1. The popular dessert prepared by alternating layers of crushed fruit or syrup and ice cream is called a:

   ___ a. coupe
   b. jubilee
   c. parfait
   d. crepe

2. Cookies are divided into two groups according to their:

   ___ a. flavor
   b. color
   c. texture
   d. size

3. The tough, rubbery, elastic substance produced when water is added to bread and pastry flour is:

   ___ a. starch
   b. gluten
   c. glucose
   d. dextrose

4. Using milk in the preparation of pie dough will produce a:

   ___ a. flakier dough
   b. smoother dough
   c. tender dough
   d. richer dough

5. The most popular type of pie filling is the:

   ___ a. fruit filling
   b. cream filling
   c. chiffon filling
   d. soft filling

TRUE/FALSE

1. ___ Quickbreads meet a need in the food service establishment today because emphasis is placed on speed.

2. ___ Most biscuit recipes contain the same ingredients.

3. ___ Most biscuit recipes will vary only in the way the ingredients are measured.

4. ___ The quickbread that takes the least time to prepare is biscuits.

5. ___ When mixing a cornbread or cornstick batter on the electric mixer, a slow speed is recommended.

6. ___ In the preparation of muffins, ingredients amounts will vary, but generally mixing will be the same.

7. ___ Soft cookies are prepared from doughs that contain a high degree of sugar.

8. ___ Brittle cookies are prepared from doughs that contain a high degree of sugar.

9. ___ When baking cookies, double pan if cookies are getting too much bottom heat.

10. ___ Yeast risen roll and sweet dough products generally possess superior eating qualities when served warm.

11. ___ One of the most important ingredients used in the preparation of roll and sweet dough is eggs.

12. ___ The ingredient that stimulates the growth of the yeast in roll and sweet doughs is milk.

13. ___ The action of yeast stops at a temperature of 140 degrees F.

14. ___ Letting yeast dough rise until double in bulk is called proofing.

15. ___ To knead is to work the air out of dough.

16. ___ When preparing pie dough, use bread flour.

17. ___ Most faults develop in the preparation of pie dough during the baking period.

18. ___ After cream fillings are prepared, they are placed on a prebaked pie shells.

19. ___ The most popular thickening agent used in the preparation of pie filling if flour.

20. ___ Overmixing causes a cookie dough to spread too much.

21. ___ The liquid used in the preparation of pie dough always should be warm.

22. ___ Chilled puddings have a very heavy texture.

23. ___ When preparing a souffle, stir the beaten egg whites in the basic mixture.

24. ___ Fondant cake icing will harden when exposed.

25. ___ The most popular kind of icing is cream icing.

26. ___ The most difficult pies to make are those using a cream filling.

UNIT 22.0 - FOOD PREPARATION - DESSERTS

OUTCOME-REFERENCED TESTS

Task 22.01 - PERFORMANCE

Using a recipe, necessary equipment, supplies and ingredients furnished by the instructor; prepare one congealed dessert or one congealed salad using plain gelatin. The appearance should have a smooth and glossy surface. Salad material should be evenly distributed throughout or arranged to form a design, with pieces being somewhat uniform in size. Color and flavor should be pleasing. The consistency should be such that it is firm and well set. Performance will be rated by the instructor.

Task 22.02 - PERFORMANCE

Make mold desserts using given recipe, ingredients, and supplies provided by the instructor. The dessert must be firm enough to hold the shape of the mold when turned from it, but not firm enough to be tough. Performance will be rated by the instructor.

Task 22.03 - PERFORMANCE

Make uncooked puddings using given ingredients, supplies, tools, equipment, and recipe provided by the instructor; so that the pudding is velvety smooth throughout, and firm but not runny, tough, or separated. The instructor will rate performance.

Task 22.04 - PERFORMANCE

At the instructor's directions, using supplied recipe, ingredients, materials/supplies, etc.; prepare a cream, baked, or boiled/steamed, or souffle' pudding following the standardized recipe exactly so that the finished pudding is velvety smooth throughout, firm but not runny, tough, or separated. The finished product must be portioned out correctly according to the instructor's directions and served attractively. The product must be acceptable to the instructor's standards.

Unit 22.0 - Food Preparation - Desserts (Con't.)

Task 22.07 - PERFORMANCE

Prepare three different types of cookies, as required by the instructor, following standardized recipe and using the conventional method of mixing. Performance will be rated by a "Checklist" for bar, dropped, and rolled cookies and finished products must meet suggested standards. Cookies must be acceptable for sale by a commercial food service business and must meet the instructor's standards. (Checklist accompanies Task 22.07.)

Task 22.08 - PERFORMANCE

Prepare puff pastries according to recipes provided by the instructor and using provided ingredients, supplies/materials, and equipment. Finished pastries must be light and flaky. Units must be uniform in size and appearance. There must be no waxy aftertaste. Performance and product must be acceptable to instructor.

Task 22.10 - PERFORMANCE

Prepare sweet dough products as required by the instructor and using recipes, ingredients, materials/supplies, utensils/equipment supplied by the instructor. The standardized recipe should be followed and products should meet commercial standards. The sweet dough should be rich, flavorful with a golden yellow color. Danish should be rich, tender, flaky with exceptional taste. The procedures and product must be acceptable to the instructor and the product should be suitable for commercial consumption. (Checklist accompanying the Task description may be used to help rate pastries.)

Task 22.12 - PERFORMANCE

Make dessert sauces as required by instructor, to include a chocolate, lemon, and hard sauce; using given recipe, ingredients, supplies/materials, utensils/equipment. The finished dessert sauces must be smooth, free of lumps, and have the thickness of heavy cream. The finished product must be acceptable to the instructor and be suitable for commercial consumption. Performance will be rated acceptable or unacceptable.

Unit 22.0 - Food Preparation - Desserts (Con't.)

Task 22.13 - PERFORMANCE

Using equipment, recipe, and ingredients furnished by the instructor, prepare one fresh fruit glaze. The product must be clear, free of lumps, and semiliquid in nature as judged by the instructor. Correct procedures of preparation must be demonstrated. Performance will be rated acceptable or unacceptable.

Task 22.14 - PERFORMANCE

Make meringue from given recipe, ingredients, and materials with all applicable items on a product rating checklist receiving an acceptable rating. Soft meringue must have stiff peaks, be glossy, have no grainy or sugary taste, be light in weight, not "weep," not slip from edge of pastry, be lightly browned, be peaked and swirled, have no cracks or splits, and have no beads of syrup. Hard meringue must not be tough or gummy, not grainy or sugary, must be in stiff peaks and lightly browned. Instructor will rate technique and product as acceptable or unacceptable.

Task 22.15 - PERFORMANCE

Prepare uncooked frosting that is soft and creamy, moist, and easy to spread using given recipe, ingredients, and necessary supplies and equipment. Instructor will rate the product as acceptable or unacceptable and product must be suitable for commercial consumption.

Task 22.16 - PERFORMANCE

Prepare cooked frosting using given recipe(s), ingredients, and supplies/equipment, etc. Follow the method designated by the instructor for the preparation of a double-broiler, hardball (seafoam), or softball (fudge) frosting. The finished frosting must be neither stiff nor runny, have a smooth, well blended texture, and be easy to spread.

Task 22.19 - 22.22 - PERFORMANCE

Make a pie with fruit filling according to a given recipe using ingredients, materials/equipment, etc., supplied by the instructor. The finished pie must be commercially consumable and must meet standards outlined by the instructor. The finished product will rate acceptable or unacceptable.

Task 22.19-22.22 - PERFORMANCE (Con't.)

The fruit filling must be thoroughly blended; the fruit must be easy to cut; and the crust must be golden brown, with no spill-overs and all items on a rating checklist must receive "acceptable" ratings.

Task 22.23 - PERFORMANCE

Using a standardized recipe, equipment, supplies, and ingredients provided by the instructor; prepare one fruit cobbler to be baked in the oven. The finished cobbler should have a good flavor, color, and texture, with a delicately browned crust and should be commercially consumable for the instructor to rate the product acceptable.

Tasks 22.24-22.26 - PERFORMANCE

Using a standardized recipe(s), ingredients, supplies/equipment, etc., provided by the instructor; prepare an iced cake of the type specified by the instructor.

The baked cake will be rated using a checklist and all applicable items must be rated acceptable. The baked cake and icing must conform to minimum standards outlined in the Articulated Food Service Guide and the finished cake icing must be level and smooth with straight sides and a flat top and the icing must not be spread too thick on the cake. The finished product will be rated acceptable or unacceptable and must qualify as commercially consumable.

Unit 22.0 - Food Preparation - Desserts

Answer Sheet

Completion

1. foam
2. baking powder
3. shortening
4. 70
5. low
6. whites
7. cooked
8. stiff
9. cool
10. hard
11. pastry
12. 70
13. whipping
14. cornstarch
15. pie server
16. scalded
17. leftover
18. flaky and cake

Multiple Choice

1. c
2. c
3. b
4. d
5. a

Unit 22.0 - Food Preparation - Desserts (Con't.)

True/False

1. true
2. true
3. false (mixed)
4. false (muffins)
5. true
6. true
7. false (moisture)
8. false (sugar)
9. true
10. true
11. false (flour)
12. false (sugar)
13. true
14. true
15. true
16. false (pastry)
17. false (mixing)
18. true
19. false (starch)
20. false (little)
21. false (cold)
22. false (light)
23. false (fold)
24. true
25. true
26. true

UNIT 23.0 - FOOD PREPARATION - BAKING

OUTCOME-REFERENCED TESTS

MULTIPLE CHOICE

1. If bread were made without any salt, it would be:

___ a. firm and compact
b. coarse and stale easily
c. wet and soggy
d. soft and spongy

2. Brown sugar contains:

___ a. mocha
b. tea
c. molasses
d. coffee

3. Which type of sugar is ground the finest?

___ a. confectioners xxx
b. confectioners x
c. white granulated
d. brown

4. What is the source of molasses?

___ a. sugar corn
b. honey
c. maple sugar
d. cane sugar

5. Which of the following products aids in the browning of baked products?

___ a. cream
b. sugar
c. vanilla
d. salt

6. What product requires refrigeration?

___ a. dried milk
b. vanilla extract
c. sugar
d. dried eggs

7. Yeast rolls or bread should:

___ a. double in size before baking
b. not increase in size before baking
c. triple in size before baking
d. quadruple in size before baking

MULTIPLE CHOICE (Con't.)

8. Yeast rolls may be baked on all but which one of these?

___ a. cookie sheet
b. cake pan
c. waffle iron
d. muffin tin

9. Brushing the tops of rolls with a mixture of egg and milk before baking makes:

___ a. them bake more quickly
b. a sweet crust
c. a flaky inside
d. a shiny brown crust

10. The best way to keep homemade bread from becoming stale quickly is to:

___ a. place it in a brown bag
b. wrap it in a moisture-proof container when cool
c. leave it is in the pan until ready to use
d. place it is in the freezer unwrapped

11. What leavening agent is often used in cakes?

___ a. baking soda
b. cornstarch
c. vanilla flavoring
d. yeast

12. What can be used on a board and rolling pin to keep dough from sticking?

___ a. flour
b. water
c. milk
d. baking powder

13. What combination of ingredients makes the flakiest pie crust?

___ a. warm water, lard, all-purpose flour, and salt
b. cool water, hydrogenated fat, all-purpose flour, and salt
c. ice-cold water, butter, all-purpose flour, and salt
d. ice-cold water, hydrogenated fat, cake flour, and all-purpose flour and salt

MULTIPLE CHOICE (Con't.)

14. What may cause pie crust to be tough?

___ a. hydrogenated fat
b. too much water
c. butter
d. lard

15. Which oven temperature is most correct for baking pies?

___ a. 425° F. (218°C)
b. 400° F. (205°C)
c. 225° F. (108°C)
d. 125° F. (55° C)

TRUE/FALSE

1. ___ Dried milk should never be used in baking products.

2. ___ Dried egg whites do not fluff up when beaten.

3. ___ Recipes for plain breads and sweet breads may use yeast as a leavening agent.

4. ___ Bread dough can be placed in a refrigerator overnight to rise slowly.

5. ___ Opening an oven door while bread is baking may cause it to fall.

6. ___ Angel food cakes have a butter base.

7. ___ Cake flour has a lower gluten content than all-purpose flour.

8. ___ Never grease a pan before baking a cake.

9. ___ Yeast makes a cake rise.

10. ___ Cakes should be cooled before frosting.

UNIT 23.0 - FOOD PREPARATION - BAKING

OUTCOME-REFERENCES TESTS

Task 23.02 - PERFORMANCE

Using recipe(s), ingredients, supplies/equipment, etc., furnished by the instructor; prepare yeast dough products specified by the instructor. The standards for yeast bread products are those of the commercial food service industry and standards established by the instructor. Products should have acceptable outside appearance to include shape, size, color, and crust. Products should have acceptable inside characteristics to include color, grain, texture, and flavor. Performance actions should conform to requirements of standardized recipe. A "Checklist" will be used to help evaluate the product. The instructor's rating will be acceptable or unacceptable.

Task 23.03 - PERFORMANCE

Using recipe(s), ingredients, supplies/equipment, etc., furnished by the instructor, using drop dough batter; prepare required types of quick dough products following standardized recipe(s) and meeting commercial food service standards as well as the standards of the instructor. Biscuits and a minimum of one other quick dough product should be demonstrated. Products should be acceptable for commercial food service in appearance and taste. "Checklists" will be used to help the instructor rate the products as acceptable or unacceptable.

Task 23.06 - PERFORMANCE

Using a recipe and ingredients, measuring cups and spoons, a mixing bowl and spoon, and a baking pan, and necessary ingredients; make a pizza according to instructor's directions. The pizza product must have a lightly browned, firm crust, and any cheese used must be melted and not burned. The sauce may be commercially prepared. The product must be commercially consumable and meet the standards of the instructor. The product will be rated acceptable or unacceptable.

Unit 23.0 - Food Preparation - Baking

Answer Sheet

Multiple Choice

1. b
2. c
3. a
4. d
5. b
6. d
7. a
8. c
9. d
10. b
11. a
12. a
13. d
14. b
15. a

True/False

1. false
2. false
3. true
4. true
5. true
6. false
7. true
8. false
9. false
10. true

UNIT 26.0 - COST CONTROL AND RECORDKEEPING

OUTCOME-REFERENCED TEST

Task 26.03 - PURCHASING AND PRICE CONTROL

Given one or all of the following examples, decide what foods are to be purchased and what quantities of those foods must be purchased with consideration of cost per guest.

1. Catered Birthday Party: Billy Jones

   Anticipated children: 15

   Menu:
   Ice Cream
   Birthday Cake
   Fruit Punch

   Cost per child: $1.00

2. Catered Bridal Tea

   Anticipated guests: 20

   Menu:
   Fruit Bowl
   Country Ham Biscuits
   Vegetable Dip Fondue
   Coffee and Tea

   Cost per guest: $4.50

3. Dinner: Annual Meeting Fraternal Organization

   Number of guests: 150

   Menu: To be recommended by instructor

   Cost per guest: $5.50

UNIT 27.0 - PREPARING FOR WORK

OUTCOME-REFERENCED TESTS

MULTIPLE CHOICE

1. The deduction indicated by FICA on a paycheck means:

___ a. union dues
b. accident insurance
c. social security
d. life insurance

2. What wage would an employee paid time-and-a-half get for two hours overtime if he regularly earns $3.50 per hour?

___ a. $3.25
b. $4.50
c. $4.75
d. $10.50

3. Child labor laws protect:

___ a. only food service workers under 18 years of age
b. only food service workers between 18 and 21 years of age
c. all workers under 18 years of age
d. only elementary school children who work

4. How many hours a week are persons over 16 years old who do not attend school allowed to work under most state laws?

___ a. 20
b. 30
c. 40
d. 50

5. What form should be filled out if an employee receives an injury at work?

___ a. work permit
b. workmen's compensation
c. personal fact sheet
d. W-2 form

TRUE/FALSE

1. ___ The wage-hour law was originally enacted to improve conditions relating to the health, efficiency, and well-being of workers.

Unit 27.0 - Preparing for Work

True/False (Con't.)

2. ___ All Food service establishments are covered by the wage-hour law.

3. ___ Under some conditions of employment, the employer may legally pay less than the minimum wage.

4. ___ Social security and income taxes are automatically deducted from employee's wages.

5. ___ Under federal law, you must be 18 or older to work where alcoholic beverages are sold.

6. ___ A work permit enables the employer to be sure he is following age requirements in hiring minors.

7. ___ Money collected in tips is an entirely private matter.

8. ___ If any income taxes have been withheld from your earnings, you must file a tax return for that year.

9. ___ Many labor laws have federal guidelines but may differ from one state to another, so it is important for you to check your own state laws.

10. ___ Taxes for unemployment compensation are paid by the employee.

MATCHING

1. ___ Provides some income if you lose your job and are unable to find another.

2. ___ Insurance for workers injured or killed while on the jobs.

3. ___ Establishments covered by the law must meet the standard.

4. ___ The usual wage in an area for a particular type of job.

Terms

a. minimum wage
b. civil service
c. prevailing wage rate
d. severance pay
e. unemployment insurance
f. workmen's wage-hour compensation

Unit 27.0 - Preparing for Work

Answer Sheet

Multiple Choice

1. c
2. d
3. c
4. c
5. b

True/False

1. true
2. false
3. true
4. true
5. false
6. true
7. false
8. true
9. true
10. false

Matching

1. e
2. f
3. a
4. c